

DOCUMENT RESUME

ED 177 336

CE 022 944

AUTHOR Arthur, Patricia, Ed.
 TITLE Resources in Vocational Education, 1978. Volume 11, Number 6.
 INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 BUREAU NO 498AH80003
 PUB DATE 78
 CONTRACT 300-78-0032
 NOTE 103p.; Not available in paper copy due to small print
 JOURNAL CIT Resources in Vocational Education; v11 n6 1978
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS Career Education; Curriculum Development; Instructional Materials; *Research Projects; *Technical Education; *Vocational Education

ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED177336

Resources in Vocational Education

11

1978 Volume 11 Number 6

CE 022 944

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Editor:
Patricia Arthur

Abstractor, Projects in Progress:
Lois Ann Sellers

Production Assistant:
Evelyn Kearns

Design:
Jan Brandrund and Tom David

Photocomposition services in the production of this journal were provided by ORI, Incorporated, Information Systems Division.

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- * Generating knowledge through research
- * Developing educational programs and products
- * Evaluating individual program needs and outcomes
- * Installing educational programs and products
- * Operating information systems and services
- * Conducting leadership development and training programs

ISSN 0095-3784

Funding Information

Project Title: National Center for Research in Vocational Education,
Clearinghouse Function

Contract Number: 300-78-0032

Project Number: 498AH80003

Educational Act Under Which the Funds Were Administered: Education Amendments of 1976, PL 94-482

Source of Contract: Department of Health, Education, and Welfare (DHEW)
Office of Education
Bureau of Occupational and Adult Education
Washington, D.C. 20202

Project Officer: Paul Manchak

Contractor: The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio 43210

Executive Director: Robert E. Taylor

Clearinghouse Director: Wesley E. Budke

Disclaimer: This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

Table of Contents

Funding Information.	iii
Foreword	v
Document Resumes (and sample entry)	1
Index Section	41
Subject Index	41
Author Index	63
Institution Index	67
Projects in Progress (and sample entry)	73
Project Title List (by state)	89
Organizational Resources	92
How to Order Documents	95

Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

ED 137 505
Lee, Arthur M.

08

CE 009 927

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Title.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Organization where document originated.

Northern Arizona Univ., Flagstaff. Project Baseline. Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Date published.

Report No.—P-5573
Pub Date Nov. 76

Report Number—assigned by originator.

Contract or Grant Number.

Contract—OEC-0-72-0414

Descriptive Note (pagination first).

Alternate source for obtaining documents.

Note—188p.; For a related document see CE 010 512 Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs
Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 141 369

SP 011 264

Righthand, Hervert

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date—Jul 77

Note—67p.; Appendix A may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Demand Occupations, *Distributive Education, Educational Assessment, *Followup Studies, *Graduate Surveys, *High School Graduates, Job Satisfaction, Program Evaluation, Vocational Adjustment, *Vocational Education, *Vocational Followup, Work Experience

Identifiers—Connecticut

The purpose of this study is to assess the program of distributive education in Connecticut high schools on the basis of the graduates' status and perception of the program. Questionnaires were sent to graduates of three high school classes—1965, 1968, and 1971. Responses are tabulated. Information requested included: (1) sex and salaries; (2) racial and ethnic distribution; (3) evaluation of school training; (4) present job status; and (5) current employment and unemployment. One conclusion reached in the study was that while the students felt their education was excellent the distributive training program in high school does not meet the manpower needs of the State. Recommendations for improvement are made. (JD)

ED 146 451

CE 013 832

Munger, Sara J. And Others

Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs.

Synectics Corp., Allison Park, Pa.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jul 77

Contract—DL-20-42-74-19

Note—400p.; For a related document see CE 013 831

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Basic Skills, Classification, Employment Opportunities, *Employment Qualifications, Guides, Indexes (Locators), *Job Skills, *Mentally Handicapped, *Occupational Information, Occupations

Primary intended users of this second volume of a two-volume handbook are professional counselors and placement officers involved in expanding the range of jobs available to persons having only basic cognitive skills (e.g., mentally retarded, slow learners, learning disabled). Summary job requirements information is presented for more than 8,000 occupations selected from the more than 14,000 occupations listed in the third edition of the "Dictionary of Occupational Titles" (DOT). The information is intended to support the counseling and placement actions suggested in volume 1. Each of the occupations included has been judged by analysts to have requirements not in excess of an eighth grade level of educational development. Each occupation has also been judged for the purpose of determining the level of mental processing required on inputs from sensory modes—sight, audition, touch/kines-

thesis, taste, and smell. None are expected to require more than one year of specific vocational preparation. Many included have far less rigorous demands than these. Content is structured on the basis of DOT classification. Nine major occupational categories are included: (1) professional, technical, and managerial occupations, (2) clerical and sales, (3) service, (4) farming, fishing, forestry, and related, (5) processing, (6) machine trades, (7) bench work, (8) structural work, and (9) miscellaneous. (JT)

ED 146 452

CE 013 844

An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.

Boston Univ., Mass. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Sep 77

Note—75p.; For related documents, see ED 137 570 and CE 013 400-402

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Personnel, Career Education, Comprehensive High Schools, *Needs Assessment, Performance Based Teacher Education, *Personnel Needs, *Prediction, Professional Personnel, State Surveys, Tables (Data), Teacher Supply and Demand, *Vocational Education, *Vocational Education Teachers, Vocational High Schools

Identifiers—*Massachusetts

This is the fourth of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education movement and analyze the current state of the art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occupational education in Massachusetts (phase 2). This volume presents the results of a state-wide survey designed to determine the current and projected (1980) staff and program needs for occupational education in vocational-technical and comprehensive school districts. (Two separate instruments were used to gather data. One set was sent to superintendent-directors of all regional vocational-technical schools, and to the director of all approved vocational education programs within a comprehensive school system. The other set was sent to the director of occupational education in all comprehensive school systems. The overall survey response rate was 55%.) Data are provided in tables containing a summarization of the responses provided by the survey. Several conclusions and implications drawn from all tables and from specific tables are briefly outlined. Appendixes contain the vocational and occupational survey instruments and letters to participants. (TA)

ED 146 454

CE 013 871

Milne, Bruce G. Lindekugel, Karen J.

Vocational Education: An Opportunity for the Gifted and the Talented Students.

South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—76

Contract—300-76-0306

Note—37p.; For related documents see CE 013 781-784. Several black and white photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, Counselor Role, Educational Needs, *Gifted, Guides, Individualized Instruction, Occupational Guidance, *Student Characteristics, *Talented Students, *Vocational Education

Developed particularly for vocational educators, guidance and counseling personnel, and directors of gifted education programs, this booklet (brochure) is intended to bring about a greater awareness of the occupational opportunities for gifted and talented students through vocational education. Initial discussion focuses on definition and need for synthesis of the following concepts: equal opportunity, guidance and counseling, special education, career education, gifted education, and vocational education. Some characteristics of gifted and talented students and their identification are discussed briefly. The remainder of the booklet is an overview of the possible vocational programs and potentially satisfying jobs for the gifted/talented. Final emphasis is on the importance of guidance and counseling for the gifted. Photographs illustrate the text. (JT)

ED 146 455

CE 013 872

Milne, Bruce G. And Others

Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.

South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—76

Contract—300-76-0306

Note—90p.; For related documents see CE 013 871-874

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Ability Identification, Career Education, Career Ladders, Career Planning, Counselor Role, *Gifted, Guides, Occupational Clusters, *Occupational Guidance, Special Education, Student Characteristics, Student Testing, *Talented Students, Talent Identification, *Vocational Counseling, *Vocational Education

Focus of this manual for secondary and post-secondary guidance counselors is on the counseling of gifted and talented students about vocational education programs and their usefulness in career planning. Introductory sections address the current status of vocational education, gifted education, and guidance counseling with attention to the guidance counselor's role in an appropriate synthesis of the three. The concept of educational and occupational

ladders is presented with respect to what vocational education can contribute to the gifted and talented student. Treatment is geared to the fifteen occupational clusters. A section on implementation of a guidance program for the gifted and talented in vocational preparation lists suggested counselor activities with students, school staff, vocational educators, parents, and community members. Several sections are devoted to the process of identifying the gifted. Methods of identification examined include characteristics checklists, observation techniques, standardized tests, nomination techniques, interview techniques, and use of case studies. Several special identification concerns are discussed: characteristics of older gifted youth, working with the handicapped, working with minority groups and the culturally different, sex role stereotyping, and rural-isolated students. Emphasis throughout the handbook is on the need for the gifted and talented student to be given viable alternatives in vocational/occupational training in pursuit of a life-satisfying career. A bibliography is included. (JT)

ED 146 456 CE 013 873

Stone, Thomas. *And Others*

Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.

South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—76

Contract—300-76-0306

Note—85p.; For related documents see CE 013 871-874

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, *Gifted, *Individualized Instruction, Occupational Guidance, Student Characteristics, *Talented Students, Teaching Guides, *Teaching Techniques, *Vocational Education

Focus in this resource guide for secondary and postsecondary vocational teachers is on individualizing programs and courses to provide for the unique interests and abilities of gifted and talented students. An overview is presented of the status of vocational education and how it can enhance the occupational development of gifted youth. This is followed by discussion of learning characteristics of gifted children and their identification, placement, and programming. Utilization of the fifteen occupational clusters set forth by the U.S. Office of Education is emphasized throughout as an aid in the search of potentially satisfying jobs and educational and occupational ladders for the gifted. Topics addressed under curriculum and instruction for the gifted and talented include instructional alternatives, individualized instruction, an enrichment model, differentiated instruction, and program modifications. Under the heading of program administration are guidelines for shaping a gifted program and notes on the role of the vocational teacher with the gifted. Five program descriptions are presented as examples of those which could attract and hold the interest of gifted and talented students. Case studies of students who exhibited outstanding potential and took part in vocational preparation programs are also included. Each differs in the time in the student's life-occupation when the training occurred. A list of professional organizations for further reference and an annotated bibliography are appended. (JT)

ED 146 457 CE 013 874

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.

South Dakota Univ., Vermillion. School of Education.

Spons Agency—Bureau of Occupational and Adult

Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—Jun 77

Contract—300-76-0306

Note—182p.; For related documents see CE 013 871-874; Colored pages 177-182 may reproduce poorly

EDRS Price MF-\$0.83 HC-\$10.83 Plus Postage.

Descriptors—Administrative Personnel, *Career Education, Conferences, *Curriculum Development, Educational Needs, *Gifted, Individualized Programs, Inservice Teacher Education, National Programs, Occupational Guidance, Statewide Planning, *Talented Students, *Vocational Education

Objectives of the project were (1) to call the attention of secondary and postsecondary faculties to the opportunities in vocational programs for gifted and talented students to work toward their career goals, (2) to assist guidance counselors to recognize opportunities for the gifted and talented in vocational programs, (3) to encourage school administrators to make specific plans for recruiting and enrolling the gifted and talented in appropriate vocational programs, (4) to develop a resource guide for vocational teachers to use in individualizing programs and courses to provide for the unique interests and abilities of gifted and talented students, and (5) to prepare a manual for guidance counselors which will include recommendations for counseling gifted and talented students about vocational education programs and their usefulness in career planning. A major project component was to conduct five conferences during which teams from each of the fifty states and territories would develop a plan of action for implementing the inclusion of the gifted and talented in a local and area vocational program within their respective states. Conclusions of a third-party evaluation based on examination of objectives and their achievement included the following: Awareness of the theme and its implications to the total field of education was presented and well received across the nation, and it is safe to presume that an impact has been made as a result of the dissemination of curricular materials. Appended to the report is the 140-page product of the five conferences, the fifty state plans of action for vocational preparation of gifted and talented students. (The teacher resource guide, counselor manual, and brochure developed during the project are available separately.) (JT)

ED 146 458 CE 013 890

Ashley, William L. *Comp.*

Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—NE-C-00-3-0078

Note—373p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Catalogs, *Classification, *Data Bases, *Information Sources, *Occupational Information, Occupational Mobility, Transfer of Training

Designed primarily as a basic reference to assist researchers and planners in the study of factors related to occupational mobility and skill transfer within and between occupations, this catalog consists of two major sections. Section 1 contains the abstracts of the data bases. These abstracts include selected key variables organized in a standard format and are intended to present the reader with sufficient information to enable him/her to determine if any of the data bases are appropriate to their needs and warrant further examination. The ab-

stract format of the data bases includes the following: data base title, principal investigator, documentation, access, design information, subject variables, and occupational variables. Section 2 contains the abstracts of classification schemes. The classification scheme abstract format is designed to facilitate the use of the classification schemes in organizing information from the data bases to give a variety of new perspectives on occupational mobility and occupational skill transfer. The abstract format for the classification schemes includes the following: scheme title, design information, classification variables, and outcomes/products. Appended are lists of the identified data bases and of data base abstracts by principal investigator, data base worksheet, classification scheme worksheet, and a data base cross reference index. (SH)

ED 147 443 CE 008 338

Singh, P. Harbans

Centralized Workshops in Singapore. Education and Work 1.

Asian Centre of Educational Innovation for Development, Bangkok (Thailand).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date—75

Note—40p.

Available from—UNESCO Regional Office of Education in Asia, Bangkok, Thailand (\$3.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Craftsmen, *Developing Nations, Educational Innovation, Industrial Technology, Inservice Teacher Education, *Integrated Curriculum, Manpower Development, Program Descriptions, *Program Design, Secondary Education, Skilled Occupations, Technical Education, *Trade and Industrial Education, Vocational Education, *Vocational Training Centers

Identifiers—Singapore

First in an education and work series on innovative vocational training programs in Asian countries, this booklet describes the program in Singapore of integrating technical studies with general education at the lower secondary level through centralized workshops that provide training for students from all types of secondary schools in a region. The program description is presented in five sections: (1) background of the system, (2) centralized workshop scheme, (3) curriculum arrangements, (4) staffing matters, and (5) achievements of the system. One-third of the thirty-two-page manual is comprised of an appendix which includes samples of the following: syllabus on electricity; instructional sheets or handouts (electrical); teaching guide for metalwork teachers; project sheet; operations sequence sheet; marking scheme; and theory test for electricity. (BL)

ED 147 445 CE 011 608

Thomas, Hollie B. *Carroll, Berlin R.*

Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—70p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—County School Systems, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Material Development, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, *State Programs, Summative Evaluation, *Vocational Education

Identifiers—*Florida

As phase 1 of a Florida system for evaluation of secondary and postsecondary vocational education

programs, a set of materials was developed to assist local education agencies (LEAs) in planning for and conducting locally directed evaluations. Objectives were to develop guidelines and procedures, instrumentation, strategies, materials, and activities for use by LEA personnel; to conduct field tests; and to revise the materials for dissemination by the state department. Based on the guidance of a steering/advisory committee with input from practitioners, the project staff reviewed and analyzed materials and procedures from other states and developed prototypes for eight components: (1) organizing for data-based locally directed evaluation, (2) comparison of program output with community occupational needs, (3) assessing student career interests, (4) facilities and equipment evaluation, (5) analysis of the utilization of community resources, (6) evaluation of occupational competencies, (7) evaluation of instructional personnel, and (8) assessment of local budget policy for support of vocational instructional programs. Each component was field-tested and materials revised for dissemination. Seven additional components are planned, based on the field test results. (Each of the eight components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 446 CE 011 609

Responsible Vocational Education through Data-Based Locally Directed Evaluation. A Guide for Teachers, Supervisors, and Administrators.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—21p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Administrator Guides, County School Systems, *Evaluation Methods, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, State Programs, Summative Evaluation, *Vocational Education

Identifiers—Florida

Intended for use by personnel in Florida local education agencies, this guide presents an overview of each of the eight components in a system for planning and conducting a data-based locally directed evaluation of secondary or postsecondary vocational education programs. The system is described as one whereby program products are compared with established needs, then analyzed to identify discrepancies that may exist. The eight components, described separately, each focus on a specified area of vocational education and suggest methods for evaluation, discrepancy analyses, and implementation feedback. The components are (1) organizing for data-based locally directed evaluation, (2) comparison of program output with community occupational needs, (3) assessing student career interests, (4) facilities and equipment evaluation, (5) analysis of the utilization of community resources, (6) evaluation of occupational competencies, (7) evaluation of instructional personnel, and (8) assessment of local budget policy for support of vocational instructional program. (Booklets on each component are available separately.) (JT)

ED 147 447 CE 011 610

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—32p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, County School Systems, *Evaluation Methods, Guidelines, *Objectives, Organization, *Planning, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, State Programs, Summative Evaluation, *Vocational Education

Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this first of eight components focuses on organization of the evaluation plan. As in each of the other components, methods and procedures are suggested that the LEA may adopt or modify when developing a system unique to its specific evaluation needs. Emphasis is placed on the roles of the local education agency administration and evaluation team. Procedures covered include selection of a local coordinator, defining the purpose and scope of the evaluation, establishing the evaluation team, selecting the name members of the team, conducting the evaluation, and the report. Appendixes contain example purpose statements, a sample calendar of events for the evaluation, and a brief bibliography and glossary. (The other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 448 CE 011 611

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—43p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, Community Surveys, County School Systems, *Employment Projections, *Evaluation Methods, Guidelines, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, State Programs, Summative Evaluation, *Vocational Education, *Vocational Followup

Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this second of eight components focuses on comparison of the occupational needs of the community with the number of students who leave the programs and find employment. The component provides a vehicle by which the LEA can identify discrepancies between program output (its graduates, completers, or those leaving early, but with saleable skills) and identified labor needs of business and industry. It suggests that the LEA utilize existing occupational forecast data or develop local methodology and instrumentation from which to determine local occupational needs, to identify the number of program completers, to compare these, and to analyze the results. Suggested procedures for conducting the evaluation, activities and sample instrumentation for gathering data are also included. A brief bibliography and glossary are appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 449 CE 011 612

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—38p.; For related documents see CE 011 608-617; Parts of appendixes may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, County School Systems, Educational Testing, *Evaluation Methods, Guidelines, *Interest Tests, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, Standardized Tests, State Programs, Student Interests, Summative Evaluation, Test Construction, *Vocational Education, *Vocational Interests

Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this third of eight components focuses on assessment of student career interests. Procedures covered include determination of the student population to be surveyed, selection of the instrument, and discrepancy analysis. The component provides an overview of five popular standardized career interest inventories and suggestions for developing local instruments for assessing student interest. The focal point is the secondary level. However, suggestions are offered for assessing student career interests in adult schools, area vocational-technical centers, and at the community college. The five standardized instruments described are the Kuder Occupational Interest Survey (KOIS), the Minnesota Vocational Interest Inventory (MVII), the Ohio Vocational Interest Survey (VIS) the Self-Directed Search (SDS), and the Strong Vocational Interest Blank-Strong-Campbell Interest Inventory (SVIB-SCII). A glossary is appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 450 CE 011 613

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—35p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, County School Systems, Educational Equipment, Educational Facilities, *Equipment Evaluation, *Evaluation Methods, Facility Inventory, Guidelines, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, State Programs, Summative Evaluation, *Vocational Education

Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and postsecondary vocational education programs, this fourth of eight components focuses on evaluation of facilities and equipment. Procedures are suggested by which the local evaluation team, cooperating with a staff steering committee and a citizen's advisory committee, systematically evaluates existing facilities and equipment, analyzes findings, and makes recommendations concerning the adequacy of facilities and equipment relative to state standards. Sample evaluation instruments are included for inventory of physical resources and the observation and rating of facilities and equipment characteristics. A glossary is appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 451 CE 011 614

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—56p.; For related documents see CE 011 608-617; Parts of appendixes may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Guides, *Community Resources, *Community Surveys, County School Systems, *Evaluation Methods, Guidelines, Post Secondary Education, *Program Evaluation, School Community Cooperation, *School Districts, Secondary Education, State Programs, Summative Evaluation, *Vocational Education Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and post-secondary vocational education programs, this fifth of eight components focuses on an analysis of the utilization of community resources. Utilization of the component is designed to open communication channels among all segments of the community so that cooperative efforts between the LEA and the business and industrial community can help provide students with the experiences necessary to develop work skills and attitudes requisite to on-the-job success, (e.g., by identifying potential resource personnel and facilities and sites for field trips, tours, and work stations). The component offers suggestions for defining the community to be served, procedures for analyzing community resources, utilization, steps for reporting and using collected data, and sample survey instruments for collecting information. Steps suggested in the evaluation process are identification of community resources and of resources being used by teachers, discrepancies between them, and recommendations based on findings. A glossary is appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 452 CE 011 615

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—40p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, County School Systems, *Evaluation Methods, Guidelines, *Job Skills, *Performance Tests, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, State Programs, Student Testing, Summative Evaluation, Task Analysis, *Vocational Education Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and post-secondary vocational education programs, this sixth of eight components focuses on the evaluation of students' occupational competence based on the identification of job tasks. The component makes use of existing Vocational-Technical Education Consortium of States (V-TECS) catalogs to assist LEAs in identifying tasks and competencies essential to occupational success. Included also are suggested procedures and sample instrumentation for use by the LEA in developing their own system of competency identification in the absence of V-TECS catalogs appropriate for the program area being evaluated. The component also provides procedures for determining the occupational

competence of program graduates or those leaving early with marketable skills so that by comparing the skills developed in the instructional setting against those identified as essential, through V-TECS or task analysis, the LEA may draw conclusions as to the adequacy of the instructional program. Sample evaluation materials and a brief bibliography and glossary are appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 453 CE 011 616

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—27p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.43 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, County School Systems, *Evaluation Methods, Guidelines, Post Secondary Education, *Program Evaluation, *School Districts, Secondary Education, *Self Evaluation, State Programs, Student Evaluation of Teacher Performance, Summative Evaluation, *Teacher Evaluation, *Vocational Education, Vocational Education Teachers Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and post-secondary vocational education programs, this seventh of eight components focuses on evaluation of vocational education teachers. The activities suggested are designed primarily to aid the teacher in identifying and correcting individual weaknesses. A set of ideal teacher traits is provided from which the individual teacher can establish standards for his/her performance in the classroom or laboratory and can then rate him/herself against these standards. The component also provides suggestions for student evaluation of instruction and evaluation by supervisory personnel, still with emphasis on provision of feedback to the instructor for improving instruction. The sample instruments suggested for collecting data from students and supervisory personnel are designed so that the teacher can readily compare their ratings against the self-established standards. Sample evaluation materials and a brief bibliography and glossary are appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 454 CE 011 617

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Jul 77

Note—48p.; For related documents see CE 011 608-617

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, County School Systems, *Evaluation Methods, *Financial Policy, Guidelines, Post Secondary Education, *Program Budgeting, Program Costs, *Program Evaluation, *School Districts, Secondary Education, State Programs, Summative Evaluation, *Vocational Education Identifiers—Florida

Part of a system by which local education agency (LEA) personnel may evaluate secondary and post-secondary vocational education programs, this last of eight components focuses on assessing local budget policy for support of vocational instructional programs. The component provides a simplified

procedure whereby the LEA can determine the amount of funds generated by its vocational programs or courses, the prorata share of indirect costs, and the direct costs. Topics covered are the Florida education finance program, program cost factor, formula for distributing state dollars, the community colleges program fund, determining actual program costs, calculating direct program costs, calculating indirect program costs, evaluative instruments, data collection and analysis for budget policy assessment, and discrepancies between funds generated and program costs. Analysis tables and worksheets are included, and a brief bibliography and glossary are appended. (Each of the other seven components and an overview guide, CE 011 609, are available separately.) (JT)

ED 147 455 CE 011 941

Stevenson, William W.
Management by Objectives—State Level.

Pub Date—Dec 72

Note—15p.; Paper presented at the American Vocational Association Convention (Chicago, Illinois, December, 1972)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, *Evaluation Methods, Job Skills, *Management by Objectives, Management Information Systems, Objectives, *Organization, Effectiveness, Performance, Performance Criteria, Personnel Evaluation, Productivity, Program Development, Statewide Planning, *Systems Development, *Task Performance

This paper presents a management by objectives system in three sections: a method of developing the organization's goals and objectives, a method for the development of personal job functions and performance objectives, and a method for the establishment of performance evaluation sessions. Key terms are defined. A rationale for developing organizational goals and objectives is presented, followed by a sequence of functions for developing them, with tasks outlined and personnel responsible for their completion designated. The second section is presented in the same format. The significance of establishing performance evaluations is described and a three-step process for measuring individual performance is outlined. Suggestions are offered for monthly, quarterly, and annual project reviews. Strategies for implementing a management by objectives system are presented, as well as difficulties and problems of implementation. (BL)

ED 147 456 CE 011 984

Jagers, David A., Noeth, Richard J.
Job Values and Early Employment Experiences: A Longitudinal Study.

Pub Date—7 Apr 77

Note—16p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Changing Attitudes, Development, *Employment Experience, Entry Workers, Followup Studies, Grade 11, *High School Graduates, *High School Students, Income, *Job Satisfaction, Longitudinal Studies, National Surveys, Occupational Choice, Occupational Surveys, Personal Values, Secondary Education, Secondary School Students, Security (Psychology), Student Characteristics, *Work Attitudes, Work Experience

A study was conducted to examine the predictive relationship between job values and early employment satisfaction and success as well as to provide information about the stability of job values over time. (Job values refer to generalized concepts of desirable future outcomes anticipated from jobs and describe qualities of satisfactions desired as a result of job performance.) Job value rankings on job security and pay were gathered from a national sample of eleventh graders and studied in relationship to job satisfactions, number of job changes, and job

value ratings all reported two years after high school. In a follow-up study conducted in 1976, 5,293 of these students were given a survey which included items on job experience, college training experience, military experience, activities history, background, and plans. Complete data were available on job security rankings from 1,889 subjects and on pay rankings for 2,003 subjects. The findings indicated that approximately the same proportion of young workers were satisfied with the job security and pay in their present jobs regardless of whether they had ranked the respective value high or low in high school. Also job value rankings on job security did not predict frequency of job changes during early employment years. Finally, job value rankings for high school juniors were not consistent with their job value ratings three years later. No sex differences were observed for any of the comparisons. Apparently the use of job value rankings as predictors of future employment experiences (whether applied in exploratory or decisionmaking career guidance activities) must be incorporated with other information in order to predict early employment experiences. (TA)

ED 147 457 CE 012 295

CARE Kit: Combining Activities with Real Experiences.

Eastern Illinois Univ., Charleston.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Note—275p.; Several pages (containing confidential student information) in learning package four were removed.

EDRS Price MF-50.83 HC-\$14.05 Plus Postage.

Descriptors—Career Education, Curriculum Guides, Daily Living Skills, Group Activities, Independent Study, Individualized Curriculum, Instructional Materials, Interpersonal Competence, *Job Application, Job Search Methods, Job Skills, Junior High Schools, *Learning Activities, Learning Modules, Occupational Clusters, *Occupational Information, Resource Materials, Senior High Schools, *Skill Development, Student Motivation, *Underachievers, *Vocational Development, Worksheets

Materials presented in this kit form a package containing eighty-six vocational development oriented activities designed primarily for individuals and small groups of underachieving junior high or high school students and is intended to supplement regular classroom activities. Included in the kit are the following: (1) a teacher's guide containing instructions for the use of the CARE (Combining Activities with Real Experiences) Kit, record pages to record student completion of activities, information pages, a copy of the handouts which students will use, and the answer key for correcting handouts; (2) fifteen packets of materials for students which are divided into three major sections: Job Getting Skills (following directions, job sources, personal data sheet, job application, job interview, forms), Understanding Ourselves and Others (values, feelings, improving conditions, budgeting, getting along), and Career Choices (world of work, career clusters, career information, future jobs); and (3) eighty-six single-page handout masters (e.g., learning to accept helpful criticism, filling out an application at the state employment service, understanding your paycheck, using the Department of Labor pamphlet) which can be duplicated and filed for student use. (TA)

ED 147 458 CE 012 336

Harris, James L. Scarlata, Robert W.

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Spons Agency—Bureau of Occupational and Adult

Education (DHEW/OE), Washington, D.C.

Report No.—498AH50034

Pub Date—30 Jun 77

Contract—G007500235

Note—226p.; Several pages will not reproduce well due to small type

EDRS Price MF-50.83 HC-\$12.71 Plus Postage.

Descriptors—Administrative Agencies, Data Analysis, *Data Bases, Data Collection, Higher Education, Information Processing, Information Systems, *Interaction, Intercommunication, Job Training, Labor Force, Labor Market, *Labor Supply, *Management Information Systems, *Manpower Needs, Occupational Information, Post Secondary Education, Private Schools, School Systems, Secondary Education, State Government, *Systems Development, Vocational Education

Identifiers—*Colorado

The project was designed to develop a data interface system which would (1) improve the quality of vocational data, (2) provide vocational data in a more timely manner, (3) provide meaningful analyses of data (particularly in the worker demand-supply area), and (4) provide the capability of interacting different data bases. Procedures were developed for collecting supply data from public vocational schools, institutions of higher learning, apprenticeship training, migration, government organizations, and private schools. A committee of subject area specialists developed an interface of supply and demand data. A data-based management system was selected and tested for interactive data interface. Major results included (1) development of the ability to interact data bases using standardized codes and a commercial data based management system which provides both batch and interactive access to most vocational data bases; (2) state and local administrators approval and use of the system from both data provider and data user standpoints; and (3) a management consulting group's agreement that the system meets most administrative data needs. Recommendations included that some bottom line type of analysis such as linear programming or simulation be developed to achieve even better usage of Colorado's vocational data bases. (BL)

ED 147 460 CE 012 456

North Dakota Industrial Arts. Introduction. Curriculum Guide. Level 1.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—[77]

Note—23p.; For related documents see CE 012 456-460; Best copy available

Available from—Industrial Technology Department, University of North Dakota, Grand Forks, North Dakota 58202 (\$4.00; set \$15.00)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Curriculum Guides, *Industrial Arts, *Industrial Education, Junior High Schools, Program Development, Program Guides, State Curriculum Guides, Teaching Guides

Identifiers—North Dakota

This guide is designed to assist the industrial arts teacher in the development of planned programs and courses at the junior high school level that reflect the changing philosophy and practices in industrial arts education as well as incorporate the effect of technological changes. The guide, intended for use with five accompanying curriculum guides (see related note), provides the rationale and objectives of industrial arts education, program scope and sequence, format and use of the guide, and related student activities to be covered by industrial arts learning experiences (career selection, technological literacy, problem solving, skill development, consumer awareness, personal and social development, and reinforcement of learning). A one-page bibliography is appended. (SH)

ED 147 461

CE 012 457

Graphic Communications. Curriculum Guide.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—[77]

Note—91p.; For related documents see CE 012 456-460

Available from—Industrial Technology Department, University of North Dakota, Grand Forks, North Dakota 58202 (\$4.00; set \$15.00)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, *Communications, Curriculum Guides, *Drafting, Educational Objectives, Equipment, *Graphic Arts, *Industrial Arts, Industrial Education, Junior High Schools, Layout (Publications) *Learning Activities, Middle Schools, Photography, State Curriculum Guides

This guide provides the basic foundation to develop a one-semester course based on the cluster concept, graphic communications. One of a set of six guides for an industrial arts curriculum at the junior high school level, it suggests exploratory experiences designed to (1) develop an awareness and understanding of the drafting and graphic arts industries, and (2) develop an insight into economic, social, and recreational aspects of visual communications in a changing society. Following an introduction covering rationale, cluster outlines and objectives, and cluster taxonomic structure, nine units are presented: communications, freehand, instruments, design, image generation, preproduction, production, bindery, and careers. Each unit includes unit objectives, student competencies and related student activities, and where applicable, illustrations and diagrams. A bibliography of films and other materials, and a listing of resources in graphic communications are appended. (SH)

ED 147 462 CE 012 458

Manufacturing Technology. Curriculum Guide.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—[77]

Note—138p.; For related documents see CE 012 456-460

Available from—Industrial Technology Department, University of North Dakota, Grand Forks, North Dakota 58202 (\$4.00; set \$15.00)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Curriculum Guides, Educational Objectives, Finishing, *Industrial Arts, Industrial Education, Junior High Schools, *Learning Activities, Lumber Industry, *Manufacturing, Manufacturing Industry, Metals, Middle Schools, Plastics, State Curriculum Guides

This guide provides the basic foundation to develop a one-semester course based on the cluster concept, manufacturing technology. One of a set of six guides for an industrial arts curriculum at the junior high school level, it suggests activities that allow students (1) to become familiar with and use some of the tools, materials, and processes needed in the manufacturing phase of industry, and (2) to become aware of occupations in the manufacturing field. Following an introduction covering rationale, cluster outline and objectives, and cluster taxonomic structure, fourteen units are presented: structure of industry, elements of manufacturing, mass production and automation, primary metals industry, casting metal, forging and forming metal, measuring and layout (English and/or metric), machining and finishing metal, fastening and finishing metal, lumbering and forest products, cutting and shaping wood, assembling and finishing wood, plastic material and processes, and opportunities in manufacturing. Each unit includes unit objectives, student competencies and related student activities, illustrations and diagrams, and where applicable, directions for student projects. A bibliography of films and other

materials, and a listing of equipment are appended. (SH)

ED 147 463 CE 012 459
Construction Technology. Curriculum Guide.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—[77]

Note—84p.; For related documents see CE 012 456-460

Available from—Industrial Technology Department, University of North Dakota, Grand Forks, North Dakota 58202 (\$4.00; set \$15.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, *Construction (Process), Construction Industry, Curriculum Guides, Educational Objectives, *Industrial Arts, Industrial Education, Junior High Schools, Laboratory Procedures, *Learning Activities, Middle Schools, State Curriculum Guides, Technology

One of a set of six guides for an industrial arts curriculum at the junior high school level, this guide provides the basic foundation to develop a one-semester course based on the cluster concept, construction technology. The guide suggests activity-oriented classroom and laboratory instruction focusing on the technical, environmental, safety, and career aspects of the construction field. Following an introduction covering rationale, cluster outline and objectives, and cluster taxonomic structure, four units are presented: introduction to construction technology, preconstruction, construction, and postconstruction. Each unit includes unit objectives, student competencies and related student activities, and where applicable, illustrations, laboratory activities, and a listing of equipment and supplies needed. A bibliography of films and books, and a listing of teaching aids and special equipment are appended. (SH)

ED 147 464 CE 012 460
Energy and Power Technology. Curriculum Guide.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—[77]

Note—102p.; For related documents see CE 012 456-460

Available from—Industrial Technology Department, University of North Dakota, Grand Forks, North Dakota 58202 (\$4.00; set \$15.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Curriculum Guides, Educational Objectives, *Energy, *Industrial Arts, Industrial Education, Junior High Schools, *Learning Activities, Middle Schools, *Power Mechanics, State Curriculum Guides, Teaching Guides, Technology

One of a set of six guides for an industrial arts curriculum at the junior high school level, this guide provides the basic foundation to develop a one-semester course based on the cluster concept, energy and power technology. The guide suggests manipulative and experimental student-conducted activities or teacher demonstrations which focus on the socioeconomic and environmental impact of energy usage and the safety, efficiency, and occupational aspects inherent in the energy/power (E/P) field. Following an introduction covering rationale, cluster outline and objectives, and cluster taxonomic structure, seven units are presented: introductory concepts, safety concepts, energy forms and sources, energy harnessing systems and Newton's Laws, E/P transmission and control, E/P utilization, and E/P career opportunities. Each unit includes unit objectives, student competencies and related student activities, unit outline, and where applicable, illustrations and information sheets. (SH)

ED 147 465

Holbrook, D. W.

Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.

Pub Date—Jan 76

Note—21p.; Statement presented at the Federal Trade Commission Hearing (Chicago, Illinois)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Standards, *Accreditation (Institutions), *Correspondence Schools, *Educational Accountability, Educational Responsibility, Governing Boards, *Government Role, Peer Evaluation, Professional Associations, *Proprietary Schools, School Administration

Identifiers—*National Home Study Council, United States, *Federal Trade Commission

Voluntary accreditation is considered to be the strength of the American educational system. Presently, the Council on Postsecondary Accreditation (COPA) is the umbrella organization in the field of accreditation representing approximately 7,000 colleges, universities, and professional programs. The major mandate of COPA is to build and strengthen the concept of voluntary nongovernmental accreditation in America. The National Home Study Council (NHSC), an association of proprietary correspondence schools and a member of COPA, created an independent Accrediting Commission in 1955. The key to the increased effectiveness of NHSC during the past ten years is its evaluating-accrediting process which has these elements: (1) it is voluntary, (2) it is nongovernmental, (3) it depends on peer evaluation, and (4) its major concern is to stimulate educational quality and improve educational processes and skills. The Federal Trade Commission has hampered the growth of quality education by correspondence schools in the past few years with ill-advised regulations. The rules ignore the work being done by the Accrediting Commission leaving it no leverage to insure higher standards. If these rules are enforced the NHSC may have problems because (1) it is impossible to tell prospective students the percentage who will get the jobs for which they have been trained as the regulations require and (2) the required publication of drop-out rates would be very difficult and practically meaningless. (EM)

ED 147 466

Yoder, Edgar P. Bender, Ralph E.

Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus.

Pub Date—Sep 76

Contract—G05-75-00045

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Occupations, Business, College Credits, Cooperative Planning, *Cooperative Programs, Higher Education, Inservice Teacher Education, *Internship Programs, Off Farm Agricultural Occupations, Practicum Supervision, Preservice Education, *Program Development, Records (Forms), School Industry Relationship, Student Evaluation, Student Needs, Supervised Farm Practice, *Teacher Education, Vocational Agriculture, *Vocational Agriculture Teachers, Vocational Education

Specific objectives of a cooperative university-industry occupational internship program were to (1) develop an assessment system to identify the competencies possessed and needed by individuals in the target population; (2) develop the guidelines, procedures, and necessary software for conducting a departmental cooperative university-industry oc-

CE 012 538

cupational internship program; (3) prepare local school vocational agriculture teachers as coordinators to assist in the supervision of students placed on internships; and (4) identify agricultural businesses and personnel capable and willing to provide internship learning experiences for undergraduate students and teachers of vocational agriculture. Thirty-two currently employed teachers of vocational agriculture became instructor-coordinators and assisted in the placement and supervision of the fifty-two undergraduate students completing internships, which included involving the students in local school and community agriculture activities. Fifteen currently employed teachers of vocational agriculture also completed internships. The program's success prompted eleven recommendations which included permanently establishing a university-industry occupational internship program. (Three-fourths of the report is comprised of an appendix which includes a self-assessment inventory covering eight agricultural occupation areas for use by interns for determining proficiency in the area in which certification is desired.) (BL)

ED 147 467

Nelson, Donald V.

Project Explore. Final Report.

Norwich Regional Vocational Technical School, Conn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—25 Jun 77

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, *Audio Visual Programs, Career Choice, *Career Exploration, Career Planning, *Grade 9, Graduate Surveys, High School Students, *Occupational Choice, Occupational Guidance, Parent Attitudes, Senior High Schools, *Student Attitudes, Surveys, Video Tape Recordings, Vocational Development, *Vocational Education, Vocational Followup, Vocational High Schools, Vocational Interests

Project Explore sought, through the use of videotape, to introduce incoming vocational technical students to different trades by providing a maximum of information in a minimum amount of time. Two occupations, sheetmetal and graphic communications (printing), were chosen to be presented in this manner, showing such activities as workers at their trades in factories and shops, management discussing desirable worker characteristics, and supervisors describing job qualifications. The sheetmetal film was shown to a random sampling of 89 seniors, 107 freshman, and 23 parents (parents were also shown parts of the graphics tape), and each reviewer was asked to complete a relevant questionnaire. Seventy-six percent of the freshmen and 66% of the seniors stated that they believed the videotape would encourage future students to pursue a career in sheetmetal, while the majority of parents stated the films would be most valuable in an exploratory program. As an adjunct to the project, a graduate survey was administered to determine what influenced the choice of occupational study. Thirty-two percent responded, and the majority indicated they chose their field because "it seemed interesting," and the graphic and sheetmetal graduates chose field trips and audiovisual presentations as keys to encouraging freshman students into the field. Recommendations included making the project's findings available to other area schools and expanding the project to include all trade areas. Survey instruments are appended. (BL)

ED 147 468

CE 012 955

Simmz, James C., Comp. Tweed, Stephen C., Comp.

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

Joy Mfg. Co., Franklin, Pa. North Fayette County Area Vocational Technical School, Connellsville, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—76

Note—317p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), Curriculum Guides, Electrical Systems, *Equipment Maintenance, Equipment Utilization, Health Education, Hydraulics, *Job Skills, *Learning Activities, Learning Modules, *Machine Repairmen, Maintenance, Safety, Senior High Schools, Skill Development, Teaching Guides, Trade and Industrial Education, Work Attitudes, Work Environment

Identifiers—*Mining

Intended as a teaching and learning guide for use with high school students who are interested in the occupation of mine equipment repairman, this beginning course is designed to give students the opportunity to develop the necessary skills required to perform the tasks of a mine equipment repairman; acquire the related information necessary to exercise good judgment in carrying out the construction, maintenance, servicing, and repairing operations; and develop an appreciation of good workmanship, safety, and correct work habits and attitudes. The guide is designed as a three-year curriculum involving approximately fifteen hundred hours of class and laboratory instruction. It is arranged into the following seven units, representing the major divisions of the trade: orientation, health and safety, mine interior construction, mining procedures/machinery/equipment, mine mechanical maintenance, mine hydraulic maintenance, and mine electrical maintenance. Each unit includes job sheets and skill competency sheets. The job sheets are arranged in an order that gradually exposes the skill competencies and insures the introduction of each operation or skill competency in a controlled manner. Each job sheet includes the material and equipment needed, safety precautions, competency procedures/steps, corresponding teaching/learning activities, and method of evaluation. Operation sheets supplement the job sheets and indicate to the student how to perform the many skill competency operations necessary to complete the assigned jobs. Each includes behavioral objective, competency procedures/steps, corresponding teaching/learning activities, and method of evaluation. (BM)

ED 147 469

CE 012 965

Buatti, A. Rich, D.

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.

Middlesex Community Coll., Middletown, Conn. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date—Jun 77

Note—52p.; Parts of appendixes may be marginally legible due to print quality of the document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Associate Degrees, Community Colleges, *Cooperative Programs, *Core Curriculum, Course Descriptions, Curriculum Design, *Curriculum Development, *Health Occupations Education, Hospital Personnel, Hospitals, Interinstitutional Cooperation, *Medical Technologists, Paraprofessional Personnel, Post-Secondary Education, *Radiologic Technologists

Objectives of the project briefly described here were (1) to develop curriculum for a two-year nuclear medical technology program based on a work-

ing relationship between three institutions (community college, university health center, and hospital) and (2) to develop procedures for the operation of a medical imaging and radiation technology core program for radiologic, nuclear medicine, ultrasound, radiotherapy, and biomedical technology. Methods used in the interinstitutional cooperative curriculum development effort are summarized, followed by a general description of the curriculum, a curriculum outline, and brief descriptions of the courses. A time schedule for students and an outline of student hours are presented. Twenty pages of instructional objectives for each course are provided, followed by recommended texts, laboratory manuals, and references. A general description of the medical imaging and radiation technology core program is included, along with an explanation of the cooperative relationship of the core program with the community college and hospitals. Conclusions and recommendations regarding the cooperative curriculum development effort are presented, followed by a bibliography. Essentials of an Accredited Educational Program for the Nuclear Medical Technologist are appended. An outline of Naval training programs for nuclear medicine technician, x-ray technician, x-ray technique, clinical nuclear medicine technician, and radioactive isotope technician is also appended. (BL)

ED 147 470

CE 012 982

Greenwood, Katy, Ed. Skinkle, John D., Ed.

Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.

Minnesota Univ., St. Paul.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date—[74]

Note—109p.; The report was prepared under the aegis of the now defunct National Resources Panel

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Educational Accountability, Educational Assessment, Occupational Clusters, Post Secondary Education, *Professional Education, *Professional Training, *Staff Improvement, Teacher Education, *Vocational Education, *Vocational Education Teachers, Work Experience

Professional development is the central focus of the collection of five papers included in this monograph. Casting views in the framework of "advocacy," each paper addresses one of the following topics which are of central interest in the field of vocational education: accountability, work experience, assessment, career clusters, and postsecondary expansion. Each of the papers is co-authored, and in each case one of the authors engages his interest from within an academic institution and the other from within a state education agency in order to produce a synthesis of views. The papers begin with brief abstracts containing the main elements and then present thorough elaborations of the arguments sustaining the advocacy. Titles of the papers and their respective co-authors follow: "Accountability as a Part of Professional Development: Vocational-Career Education" by Leon Lessinger and Francis Tuttle; "Work Experience for the Professional Development of Vocational Teachers" by Lloyd Wiggins and Ben Carmichael; "The Assessment of Post-Graduate Professional Development for Vocational Educators" by Joseph Nerden and Paul Schalles; "Staff Professional Development: Expansion of Clusters" by John Rowlett and R.D. Balthaser; and "Post-Secondary Expansion as a Part of Professional Development" by Richard Whinfield and Melvin Johnson. (BM)

ED 147 471

CE 013 048

Local Education Agency Planning.

Ohio State Univ., Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—[76]

Note—173p.; For related documents see CE 013 048 and CE 014 093-096; Not available in hard copy due to print quality

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, Administrator Guides, *Annual Reports, Area Vocational Schools, Educational Development, *Educational Planning, *Professional Training, Program Improvement, *Records (Forms), School District Autonomy, School Districts, Secondary Education, Simulation, *Statewide Planning, *Vocational Education

Identifiers—*Ohio

To develop a model for local school districts to use in vocational education planning and development in Ohio, this project utilized the following strategies: develop a set of planning documents and instructions consistent with the state plan format; develop simulation materials which provide the necessary information for instructing local education agency leadership personnel on the usage of local planning data and information; and hold four regional meetings to explain the planning materials and concepts to local administrators. The specific products developed included a set of reporting/planning forms with appropriate instructions, a set of simulation materials for three types of planning districts (joint vocational schools, individual districts, and contracting districts), and a brochure explaining the planning process, the need for such planning, and the concepts underlying the reporting/planning forms. A total of 300 local administrative personnel representing 108 planning districts attended one of the four regional meetings, and each district later submitted a five-year plan to the Ohio Division of Vocational Education as a result of the training. The impact of the project initiated a vast amount of local planning for vocational education which was consistent with the state plan format. The project also resulted in strengthened local and state communication. The reporting/planning forms are appended to this document. (Instructions for utilizing the reporting/planning forms and the simulation materials are included in four separate documents available separately.) (Author/BM)

ED 147 472

CE 013 127

National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 76

Contract—G05-75-000-46

Note—260p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Administrative Personnel, Change Agents, *Educational Coordination, Educational Objectives, *Educational Planning, Faculty Development, Higher Education, Information Dissemination, Information Networks, Inservice Teacher Education, Job Skills, National Programs, Needs Assessment, Post-Secondary Education, Preservice Education, Professional Personnel, Program Development, *Program Improvement, *Staff Improvement, State Programs, Statewide Planning, Teacher Certification, *Teacher Education, Teacher Improvement, *Trade and Industrial Education

The two major goals of the conference were to identify, prioritize, and address critical problem

areas and needs in trade and industrial (T & I) education with major emphasis upon implications for personnel development, and to encourage participants to develop at least a rudimentary communications network. Participants gathered preconference data within their own states to determine issues with implications for changes in preservice and inservice preparation of T & I professionals. Educators involved in the preconference data collection set up a communications network nationally within each U.S.O.E. region and within each participating state, designed to aid in implementing needed changes in their state's professional development activities. Fifteen critical T & I issues were discussed in plenary and workshop sessions and sectional meetings. Each state set objectives for changes needed in T & I preservice and inservice professional development activities in their own state. In addition, the state change agent teams planned implementation activities and made personal commitments for involvement in their state's implementation of needed changes. (Representative titles of papers included in this report are "Psychological Skills and Work Attitudes Needed by Effective T & I Teachers in the Year 1979," and "Professional Development and Management Training for Teaching and Administrative Personnel.") (BL)

ED 147 473

CE 013 175

Hole, F. Marvin. And Others

Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 77

Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Educators, *Demography, Educational Experience, *Educational Needs, Educational Research, Employment Qualifications, Inservice Teacher Education, Job Skills, Part Time Teachers, Secondary School Teachers, State Surveys, Tables (Data), *Teacher Characteristics, Teaching Experience, *Vocational Education Teachers, Work Experience

Identifiers—*Pennsylvania

A study was done in Pennsylvania to identify the demographic characteristics and inservice needs of adult vocational teachers in five employment categories: full-time adult vocational teachers, part-time adult vocational teacher only, part-time adult vocational teacher/full-time secondary teacher, part-time adult vocational teacher/working outside the field of education full-time, and part-time adult vocational teacher/full-time coordinator, supervisor or administrator. The responses to a statewide survey of adult vocational teachers were analyzed as a total group as well as according to employment status and vocational subject matter areas. Some of the demographic findings indicated that most adult vocational teachers in Pennsylvania were between the ages of twenty-five and thirty, teaching secondary full-time and adult vocational part-time, had two to three years full-time teaching experience, had four to five years part-time teaching experience, had three to five years of nonteaching work experience in their vocational area and held no valid teaching certificate. The findings regarding competency levels indicated that, in general, adult vocational teachers rated their acquired proficiency level lower than the level desired in almost every competency area. (This report presents the data in forty-six tables and eighteen figures within the text and in twenty-four appended tables. A summary of teacher competencies and proficiency scores is also appended.) (EM)

ED 147 474

CE 013 228

Williams, David C.

Rethinking Correctional Staff Development.

Pub Date—Jul 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conflict Resolution, *Corrective Institutions, Educational Development, Educational Needs, *Inservice Programs, *Institutional Personnel, Program Administration, Program Development, Program Improvement, *Programming Problems, *Program Planning, Staff Improvement

There have been enduring conflicts in correctional institutions between personnel charged with rehabilitative duties and those who oversee authority. It is only within the past few years that realistic communication between these groups has been tolerated. The same period of time has been characterized by the infusion of training and staff development programs. There are indications that now is the time to reassess these ventures. Four predictable problem areas should be confronted in planning successful prison inservice programs. First, staff development activities aimed at confronting typical malaise within prisons are likely to be more successful when based away from the work environment. Second, alternatives to the standardization and centralization of programs should be considered which offer greater flexibility in meeting personnel needs. Third, a multi-level hierarchical involvement in the planning of inservice programs in which personnel expectations are considered along with institutional needs and resources is likely to produce the best program outcomes. Finally, to overcome the traditional conflicts among prison personnel, staff training programs should be made more comprehensive and inclusive. (EM)

ED 147 475

CE 013 242

Cronin, F. Patrick. Comp. Newton, Mark. Comp.

Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 77

Note—218p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$13.00)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Adult Education, *Correctional Education, *Correctional Rehabilitation, Delinquent Rehabilitation, Delinquents, Delivery Systems, *Educational Accountability, Educational Finance, Educational Legislation, Federal Legislation, Females, Financial Support, *Individual Needs, Information Dissemination, Information Systems, Interagency Cooperation, Job Placement, Occupational Information, Prisoners, Program Administration, *Program Development, Program Improvement, Program Planning, Staff Improvement, Vocational Development, *Vocational Education

Objectives of the conference, proceedings of which are described in this report, were to (1) provide decision makers with information designed to foster the continued development of essential attitudes and skills in planning, implementing, administering, regulating, and assessing vocational education in corrections; (2) provide a forum for the exchange of information about problems, programs, ideas, and activities; (3) facilitate the dissemination and use of products, practices, and services; (4) provide information about new vocational education legislation and its ramifications for vocational education in corrections; and (5) stimulate and increase interagency cooperation. The body of the report is comprised of twenty-eight speeches which are grouped into the following nine sections: (1) setting the stage (includes an address by Clairborne Pell, followed by questions and answers); (2) the 1976 Education Act and vocational education in corrections; (3) funding and delivering vocational education in corrections; (4) information retrieval and future technology for vocational education in corrections; (5) planning, accountability, and standards for vocational education in corrections; (6) job market information and offender placement; (7) offender needs and interests; (8) personnel development; and (9) interagency cooperation. (BL)

education in corrections; and (5) stimulate and increase interagency cooperation. The body of the report is comprised of twenty-eight speeches which are grouped into the following nine sections: (1) setting the stage (includes an address by Clairborne Pell, followed by questions and answers); (2) the 1976 Education Act and vocational education in corrections; (3) funding and delivering vocational education in corrections; (4) information retrieval and future technology for vocational education in corrections; (5) planning, accountability, and standards for vocational education in corrections; (6) job market information and offender placement; (7) offender needs and interests; (8) personnel development; and (9) interagency cooperation. (BL)

ED 147 476

CE 013 244

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—190p.; For related documents see CE 013 244-247

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrative Principles, *Agriculture, *Agricultural Education, *Agricultural Trends, *Curriculum Development, Educational Objectives, *Educational Philosophy, Elementary Secondary Education, State Programs, Student Needs, Vocational Agriculture

Identifiers—*Iowa, Project 2000

To assess the purpose and role of agriculture and agribusiness education in Iowa and develop curriculum and administrative guidelines based on those principles a four-phase project was conducted. In phase I seven basic principles were written for agriculture and agribusiness education. These were reviewed by agricultural educators and validated by practitioners in the field. In phase II a forum was held to identify current and emerging trends in related disciplines that would influence the direction and content of agriculture and agribusiness programs in the future. Appropriate results were then incorporated into the statement of principles. Revised principles were reviewed by agricultural educators in Iowa and accepted for distribution. Phases III and IV were devoted to development of curriculum and administrative guidelines for implementing the basic principles in public school systems. Program goals, curriculum and instructional level objectives, suggested subject matter, and learning activities were developed for each program function and each instructional level in the school. Materials were coordinated with learner needs. Administrative guidelines were developed for their use. Materials are currently being prepared for field testing in three Iowa school systems. Some project materials and the 175-page third-party evaluation are appended. The basic principles for agriculture and agribusiness education are included here and are also available as a separate document (CE 013 245). Also available separately but not included in the report are the addresses presented at the phase II forum and a summary of the forum. (JT)

ED 147 477

CE 013 245

Basic Principles for Agriculture and Agribusiness Education.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—10p.; For related documents see CE 013 244-247

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agriculture, *Agricultural Education, Career Education, *Educational Objectives, *Educational Philosophy, Vocational Agriculture

Identifiers—*Iowa, Project 2000

Seven statements are presented describing the basic principles undergirding agriculture and agribusiness education in Iowa. They define agricultural education broadly by its orientations toward (1) democratic participation, (2) pragmatic orientation and values development, (3) change through flexibility and continuity, (4) decision making through problem-solving, (5) experience centered instruction, (6) individual and social needs, (7) agricultural resource management, and (8) interrelationships of agriculture. Agribusiness is seen as part of the broad field of agriculture. A preface statement lists three functions to be performed by agricultural education: educating individuals for employment in the field of agriculture and agribusiness, avocational agricultural coursework at all educational levels, and instruction in the significance of agriculture, food, and food production for all students. (Available separately is the final report of the project in which the principles were developed through the involvement of educators at all levels and specialists in agricultural education, educational philosophy, and curriculum development—CE 013 244.) (JT)

ED 147 478 **CE 013 246**

Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

Iowa State Univ. of Science and Technology, Ames.

Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—208p.; For related documents see CE 013 244-247

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Trends, Curriculum Development, *Economic Change, *Educational Trends, Sociology, Trend Analysis

Identifiers—Project 2000

Outlines or summaries of twelve speeches and related group discussions are presented from a meeting to identify future trends in sociology, economics, and education and to discuss these trends in light of future program purposes and direction of agriculture and agribusiness education. The forum was part of a larger project to develop principles and strategies for agriculture and agribusiness education in Iowa. Topics covered include agriculture and world food production, vocational and career decision making, labor, and other economic and social issues. On-farm and off-farm agricultural developments and directions are discussed individually as are educational, sociological, economic, ecological, and political trends. Implications are outlined for program restructuring, for curriculum, and for teaching approaches. (Complete texts of the speeches and panel discussions are also available—CE 013 247.) (JT)

ED 147 479 **CE 013 247**

Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

Iowa State Univ. of Science and Technology, Ames.

Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 76

Note—208p.; For related documents see CE 013 244-247

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Trends, Curriculum Development, *Economic Change, Educational Objectives, *Educational Trends, Sociology, *Trend Analysis

Identifiers—Iowa, Project 2000

The twelve speeches and related panel discussions presented here were the major content of a meeting

of professionals to identify future trends in sociology, economics, and education and to discuss these trends in light of future program purposes and direction of agriculture and agribusiness education. Titles and authors are as follows: (1) "Agricultural Trends, Issues, and New Directions in Iowa" by J. Merrill Anderson; (2) "General Technical Trends in Agriculture" by Keith C. Barrons; (3) "Trends, Problems, and Issues Ahead in World Food Production" by Glenn Burton; (4) Significant Scientific Trends, Issues, and Developments in America and the World" by Michael V. Nevitt; (5) "Agriculture and Youth in the Year 2000: Developmental Needs of Secondary and Postsecondary Youth" by Robert J. Havighurst; (6) "Changing Patterns in Vocational and Career Decision Making" by H.B. Gelatt; (7) "New Moralities and Old: A Reconsideration" by Paul Holmer; (8) "Labor Trends and Needs of Society During the Next Decade" by Rupert Evans; (9) "Economic Trends, Issues, and New Directions in America" by Dennis R. Starleaf; (10) "Social Trends, Issues, and New Directions in America and the World" by Douglas Ensminger; (11) "Contributions of Agricultural Business and Industries to State, National, and World Economics" by Harold Halcrow; and (12) "Trends, Issues and New Directions in American Education" by Ralph Tyler. (A summary of the forum containing outlines of the speeches and discussions is also available—CE 013 246.) (JT)

ED 147 480 **CE 013 248**

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—77

Note—328p.

Available from—Programs Analysis and Development Group, Manpower Training Branch, Department of Manpower and Immigration, Ottawa, Ontario K1A 0J5

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Auto Body Repairmen, *Auto Mechanics, *Auto Mechanics (Occupation), Engines, Fundamental Concepts, Mechanics (Process), Motor Vehicles, Power Mechanics, *Resource Materials, Skilled Occupations, Trade and Industrial Education

Identifiers—Canada

First of a new resource series, this annotated bibliography presents approximately four hundred training curriculums and instructional materials for motor vehicle mechanics and repairmen. The materials are divided into seven major categories: shop practice; general theory; engine and related systems; electrical and auxiliary systems; chassis; auto body repair and paint; and specific model maintenance and related careers. Each category includes entries of two types: print materials, arranged alphabetically, which include such materials as textbooks, instructor's manuals, and student workbooks, and audiovisual materials which include films, records, slide sets, and transparencies. Each entry includes some or all of the following: title, source/publisher, number of pages, author(s), date, material(s) included, price, and annotations. A concluding chapter provides references to such items as catalogues, trade journals, training courses, and trade associations. A publishers index and ordering information are appended. (BL)

ED 147 481 **CE 013 254**

Pilot Course in Century 21 Shorthand. An Evaluation of the Project.

New Mexico State Univ., Las Cruces.

Pub Date—[76]

Note—38p.; For related documents see CE 013 254-257

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, Business Subjects, Comparative Analysis, Curriculum Evaluation, Educational Research, Ethnic Groups, Higher Education, Methods Research, Minority Groups, Office Practice, Performance, Performance Tests, *Predictor Variables, Questionnaires, School Holding Power, Spanish Speaking, *Stenography, *Success Factors, *Teaching Methods, Vocational Education

Identifiers—*Century 21 Shorthand, *Gregg Shorthand, New Mexico

An evaluation project conducted at the Dona Ana County Occupational Education Branch of New Mexico State University was designed to compare the effectiveness of Century 21 Shorthand with Gregg Shorthand. Two classes of shorthand students were set up as experimental groups: thirty-five students in Century 21 and twenty-six students in Gregg. Their performance was assessed for four semesters based on the following performance measures: dictation speed, scores on theory tests, scores on brief form tests, and overall average grades. In addition, survival rates of students with different ethnic and language backgrounds were studied. After the first semester comparison results indicated no statistical difference in the performance of the two groups. Century 21 was found to have some slight advantage in holding power (perhaps because of its novelty). Additional data was gathered from each student utilizing the following forms: biographical information, Career Education Description Questionnaire, background information questionnaire, background and study habits questionnaire, American College Testing (ACT) scores, and teachers' summary of performance (grade book). The socio-economic measures seemed the best indicators of success, but it was too early to tell if the Career Education Description Questionnaire could predict some measure of success. (The questionnaires and the proposal for the evaluation are included in the appendix. Results of the second, third, and final semester evaluations are presented in separate documents.) (BM)

ED 147 482 **CE 013 255**

Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project.

New Mexico State Univ., Las Cruces.

Pub Date—Jul 76

Note—49p.; For related documents see CE 013 254-257

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, Business Subjects, Comparative Analysis, Curriculum Evaluation, Educational Research, Ethnic Groups, Higher Education, Methods Research, Minority Groups, Office Practice, Performance, Performance Criteria, Performance Tests, Predictor Variables, Questionnaires, School Holding Power, *Spanish Speaking, *Stenography, *Success Factors, *Teaching Methods, Vocational Education

Identifiers—*Century 21 Shorthand, *Gregg Shorthand, New Mexico

After the second semester of comparing college student performance in beginning courses in Century 21 shorthand and Gregg shorthand the following conclusions were made: Century 21 instruction produced a higher proportion of successes among students who speak a foreign language at home (Spanish); after two semesters of instruction, the attrition rates for Century 21 and Gregg were the same; and even though Century 21 students outperformed Gregg students overall in the first semester, Gregg students outperformed Century 21 students in the second semester and could take dictation at higher speeds. (A bibliography on shorthand prognosis, the proposal for the evaluation, and three questionnaires used to gather student data are included in this evaluation report. Results of the first, third, and final semester evaluations are presented

in separate documents.) (BM)

ED 147 483 CE 013 256

Brough, Theodore G.

Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.

New Mexico State Univ., Las Cruces.

Pub Date—Feb 77

Note—9p.; For related documents see CE 013 254-257; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, Business Subjects, Comparative Analysis, Curriculum, Educational Research, Ethnic Groups, Evaluation, Higher Education, Methods Research, Minority Groups, Office Practice, Performance, Performance Criteria, Performance Tests, Predictor Variables, School Holding Power, *Spanish Speaking, *Stenography, *Teaching Methods, *Vocabulary Skills, Vocational Education

Identifiers—*Century 21 Shorthand, *Gregg Shorthand, New Mexico

After the third semester of comparing college student performance in beginning courses in Century 21 shorthand and Gregg shorthand statistics failed to support the contention that Century 21 instruction produces a higher proportion of successes among students who speak a foreign language at home (Spanish). Results also indicated that the attrition rate and the overall performance in both classes was virtually the same. At the end of the third semester, Century 21 students could take dictation at higher speeds while Gregg students did significantly better on vocabulary word lists. Since the size of the original experimental group dropped to fifteen students (eight Century 21 students and seven Gregg students), no meaningful statistical comparisons could be made. Hence a larger group of students were included for a four-group design, and several qualifications were considered. (Results of the first, second, and final semester evaluations are available in separate documents.) (BM)

ED 147 484 CE 013 257

Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report.

New Mexico State Univ., Las Cruces.

Pub Date—Jun 77

Note—23p.; For related documents see CE 013 254-257

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Students, Business Subjects, Comparative Analysis, Educational Research, Ethnic Groups, Evaluation, Mathematics, Methods Research, Minority Groups, Office Practice, Performance, Performance Criteria, Performance Tests, Predictor Variables, *School Holding Power, *Spanish Speaking, *Stenography, *Teaching Methods, Vocational Education

Identifiers—*Century 21 Shorthand, *Gregg Shorthand, New Mexico

An evaluation project conducted at Dona Ana County Occupational Education Branch of New Mexico State University was designed to compare the effectiveness of Century 21 with Gregg Shorthand. Two classes of shorthand students were set up as experimental groups (due to student attrition, two more groups were added during the third semester). Their performance was assessed for four semesters based on the following performance measures: dictation speed, scores on theory tests, scores on brief form tests, and overall average grades. In addition, survival rates of students with different ethnic and language backgrounds were studied. After the fourth semester, the overall results indicated that: Gregg and Century 21 are equally successful methods in teaching shorthand to college students; Century 21 students take shorthand at higher speeds; Century 21 does not appeal to minority students or bilingual students any more

than Gregg does; students with higher American College Testing (ACT) math scores are more successful in both shorthand courses than those students with low ACT math scores while English ACT and overall ACT scores show less of an influence on shorthand success. (The appendixes of this document include excerpts from the previous semester evaluations and a bibliography on shorthand prognosis. Results of the first, second, and third semester evaluations are reported in separate documents.) (BM)

ED 147 488 CE 013 327

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois.

Spons Agency—Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.

Pub Date—Jun 76

Note—199p.; The study was done and the report prepared by Frank H. Casselland Associates, Inc., Chicago, Ill.; Parts of the appendix are marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Advisory Committees, Agency Role, Annotated Bibliographies, *Apprenticeships, *Cooperative Planning, Educational Responsibility, Employee Attitudes, Equal Opportunities (Jobs), Federal Government, Federal State Relationship, Industrial Training, In-plant Programs, Labor Market, Minority Groups, On the Job Training, *Policy Formation, Program Evaluation, Regional Planning, Research, State Programs, Statewide Planning, *Trade and Industrial Education, *Vocational Education

Identifiers—*Illinois

This report reviews activities of a research project having the following objectives: (1) to design and conduct an appraisal of apprenticeship programs in Illinois, with special emphasis on the role of vocational education in the present system; and (2) to provide recommendations and alternatives for building a policy framework to guide vocational education involvement with apprenticeship programs in the future. An introductory section presents the framework for the study, its design, constraints, and limitations. The section following explains and describes how the apprenticeship system works. Issues in apprenticeship are then presented, followed by a review of literature. Methodology for data collection is presented, and difficulties encountered in the collection are described. The next section presents insights yielded by the data as it pertains to apprenticeship programs in Illinois, and the final section presents a recommendation for establishing Regional Apprenticeship Advisory Boards (RAAB). The basis for such boards and their objectives are described, and strategies for organizing and operating RAABs are presented. A twenty-four-page annotated bibliography is appended, as well as sample questionnaires used in the study, and project related data. (BL)

ED 147 491 CE 013 373

Uberto, Jeffrey A.

Readings in Air Conditioning and Refrigeration.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date—Sep 77

Note—114p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Air Conditioning, Reading Comprehension, *Reading Improvement, Reading Materials, *Reading Skills, *Refrigeration, Secondary Education, Skill Development, *Trade and Industrial Education, Vocabulary Skills, Vocational Education, Word Study Skills, Writing

Skills

Designed to encourage vocational high school students to read by offering reading materials relevant to their vocational goals, this document contains thirty-seven articles related to air conditioning and refrigeration which have been selected from trade journals, magazines, and newspapers and adapted to the students' reading capabilities. A vocabulary study accompanies each article, and exercises to stimulate class discussion, improve comprehension, study, writing, word attack, and other reading skills have been provided. Since the content assumes a certain degree of technical knowledge, any unfamiliar terminology or technique within the article can be used as a basis for additional lessons. The articles cover a broad range of air conditioning and refrigeration topics, including articles on safety, new uses in the area, and other related subjects. (BM)

ED 147 492 CE 013 374

Cooper, Dorothy B.

The Child-Care Teacher Aide—A Guide for Teachers.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date—Oct 77

Note—223p.; A six-page babysitting guide was removed due to copyright

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.50 plus postage)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Child Care, Child Care Occupations, *Child Care Workers, Child Development, Curriculum Design, Curriculum Development, Curriculum Guides, Curriculum Planning, Instructional Materials, Learning Activities, Nursery Schools, Post Secondary Education, Program Development, Program Guides, Senior High Schools, *Teacher Aides, Vocational Education. Adaptable to individual student needs and the community, this basic curriculum guide is designed for use in initiating and teaching a high school or adult two-year child-care teacher-aide program in vocational education. Four levels of occupations are covered—babysitter, nursery school facilities aide, nursery school teacher aide, and assistant group teacher—with the first three levels being covered in the first year's work, and the fourth level in the second year's work. As emphasis of the curriculum is on actual experience with children rather than on theoretical concepts, the existence of a part-time preschool to serve as a laboratory is suggested, with students participating in the preschool activities in a limited way the first year, and extensively the second. Forty-two study units are presented, each including objectives, student responsibilities, teaching suggestions, and references. The remainder of the guide (100 pages) provides supplementary and sample handout materials, e.g., New Jersey state standards for approval of child care centers, ten representative half-day and full-day child care schedules, cooking recipes for preschool and kindergarten, parent handbook, and various forms. (BL)

ED 147 493 CE 013 382

Anderson, Marcia A. Kusek, Robert W.

Word Processing Curriculum Guide.

Southern Illinois Univ., Carbondale. Coll. of Education. Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Jul 77

Note—123p.; Some parts may be marginally legible due to type size

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bibliographies, Business Education, Community Resources, *Curriculum Development, Curriculum Guides, Disadvantaged Groups, *Educational Resources, Equipment, Handicapped Students, *Job Skills, *Learning Activities, Models, Occupational Information, Office Occupations Education, Program Development, *Resource Materials, Secondary Education, *Skill Development, Special Education, Vocabulary

Identifiers—*Word Processing

A combination of facts, examples, models, tools, and sources useful in developing and teaching word processing (WP) programs is provided in this guide. Eight sections are included. Sections 1 and 2 present introductory information on WP (e.g., history, five phases of WP, problems occurring in WP offices, factors of people, procedures, and equipment, and the future of WP) and information on WP as it relates to office careers (e.g., way in which WP is organized, degree of WP implementation, work environments, and WP jobs and career paths). Sections 3 through 6 provide information on competencies, learning activities, curriculum models, and special needs students. Sections 7 and 8 include tools and resources to help develop and teach WP programs. Examples of information included in these sections follow: unpublished materials; periodical articles; government, university, and association publications; sample job descriptions for seven WP positions; glossary of WP terms; forms used in WP centers; cluster layouts of WP centers; guide for developing competencies into performance objectives; preparing a proposal for a WP curriculum; and decision-making guide for purchasing WP equipment. (SH)

ED 147 494

CE 013 383

A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—498AH50188

Pub Date—30 Aug 77

Contract—G007500677

Note—62p.; For related document see CE 013 385

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Guides, Articulation (Program), Bilingual Students, Curriculum Development, Delivery Systems, Educational Facilities, *Educational Planning, Employment Problems, Guidance Centers, Guidelines, Handicapped Students, Information Systems, Job Placement, *Job Training, Labor Market, Management Information Systems, Manpower Utilization, Metropolitan Areas, Occupational Guidance, Program Development, School Community Cooperation, Staff Improvement, Systems Approach, *Systems Development, *Urban Education, *Vocational Education, Youth Employment

Identifiers—Comprehensive Occupational Education System, *New York (New York)

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the COER (Comprehensive Occupation Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the COER Project and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following twelve major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor market

needs; curriculum development; coordination-involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up; personnel development; articulation; monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education: a career development center. Finally, guidelines for planning a career development center facility are presented. (BM)

ED 147 495

CE 013 385

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—498AH50188

Pub Date—30 Aug 77

Contract—G007500677

Note—422p.; For a related document see CE 013 383; Best copy available

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—Adults, Comprehensive Programs, Delivery Systems, Demonstration Programs, Dropouts, Educational Facilities, Educational Needs, Educational Planning, Employment Problems, Guidance Centers, High School Students, Information Systems, *Job Placement, *Job Training, Labor Market, *Management Information Systems, Manpower Needs, Metropolitan Areas, Minority Groups, *Occupational Guidance, Program Coordination, Program Descriptions, School Community Cooperation, School Industry Relationship, Systems Approach, *Systems Development, Unemployed, *Urban Education, Urban Youth, Vocational Development, Vocational Education, Youth Employment

Identifiers—Comprehensive Occupational Education System, *New York (New York)

Designed to gather and analyze the information needed to develop a plan for a model comprehensive occupational education system (COES), this research project is reported in five chapters. Chapter 1 provides an overview of the project which was conducted in the Bronx borough of New York City because this area exemplifies the problems of urban education and has a high unemployment rate for minority teenagers. Chapter 2 defines the existing occupational education delivery system, identifies the unmet needs of the target population, and provides an analysis of the labor market. Chapters 3 and 4 present the plan for a COES and its component parts: a career development center (CDC), a centralized information system, and a career guidance system. Organized schemes for both a COES and a CDC are presented, as well as sections dealing with facilities planning, transportation and scheduling patterns, curriculum development, and coordination with business/industry/labor/community. The final chapter presents the conclusions and recommendations of the COER Project (Comprehensive Occupational Education Research). Suggested guidelines for developing such a system in other large cities are included in a companion document. (BM)

ED 147 500

CE 013 422

U.S. Office of Education, Region VI Conference for Vocational-Technical Education (Arlington, Texas, October 8-11, 1974).

EPD Consortium D, Richardson, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 74

Note—155p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Conference Reports, Curriculum Development, Federal Programs, Minority Groups, Professional Education, Program Development, Speeches, Staff Improvement, State Programs, *Technical Education, Vocational Development, *Vocational Education

Identifiers—Education Professions Development Act

Twenty-nine speeches presented at a five-state (Oklahoma, Arkansas, Texas, Louisiana, New Mexico) conference are contained in this report. A wide range of vocational education topics are covered including working with the disadvantaged, development and improvement of vocational-technical programs, personnel and staff development, and the role of minorities in vocational education. Some representative titles are "New Curriculum Materials for the Disadvantaged," "Program Development Workshop," "Recruitment and Development of Vocational-Technical Personnel from Minority Backgrounds," "Emerging Role of Women in Vocational-Technical Education," and "Itinerant Teacher Trainer for Agricultural Education." (BL)

ED 147 501

CE 013 423

Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.

EPD Consortium D, Richardson, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 75

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Education, Advisory Committees, American Indians, Bilingual Students, Correctional Rehabilitation, *Disadvantaged Groups, Educationally Disadvantaged, Educational Needs, Federal Aid, Females, *Handicapped Students, Health Occupations Education, Inservice Teacher Education, *Minority Groups, Preservice Education, Speeches, Staff Improvement, *Teacher Education, Technical Education, *Vocational Education

Identifiers—Texas

This conference report contains a collection of thirteen papers delivered at the Region VI (New Mexico, Texas, Mississippi, Louisiana, and Oklahoma) inservice training conference, which focused on special needs groups (i.e., those with academic, socioeconomic, or physical handicaps that prevent them from succeeding in regular vocational programs). Titles and authors of the papers follow: "National Effort for Meeting Needs of Special Populations in Correctional Institutions and Indian Education as Related to Vocational Education" by Victor Van Hook; "National Effort for Meeting Needs of Special Populations—Adult Education" by John W. Thiele; "National Effort for Meeting the Needs of Special Populations—Women, Bilingual" by Wilma Ludwig; "State Advisory Council" by Alton D. Ice; "State Effort for Meeting the Needs of Special Populations in Vocational-Technical Education" by Cadar Parr; "VESA-CETA Package" by James Dasher; "The Trend of National Efforts in Training the Disadvantaged" by Francis Tuttle; "Vocational Programs for the Handicapped/Health Occupations for the Handicapped" by Spencer Guimarin; "Vocational Adult Education: Commit or Forget" by John W. Talbott; "Vocational Education for the Disadvantaged: Compliance or Commitment?" by Katy Greenwood; "Designing Preservice and Inservice Teacher Education Programs in Vocational-Technical Education to Meet the Needs of Handicapped Students" by LaNiece Robison; "Institutional Vocational-Technical Skill Sessions" by Domingo Arechiga; and "Design Preservice and Inservice Teacher Education Programs in Vocational-Technical Education to Meet Needs of the Disadvantaged" by Raymond F. Faucette. (BM)

ED 147 503 **CE 013 451****Career Education Program Assessment.**

Oregon State Dept. of Education, Salem.

Pub Date—[77]

Note—137p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrator Guides, *Career Education, Coordinators, *Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, *Performance Criteria, Professional Personnel, Program Administration, Program Development, *Program Evaluation, Program Improvement, School Community Relationship, School Personnel, Staff Role

Identifiers—Oregon

The program assessment guide presented in this document is designed to help the district and individual school administrators, counselors, teachers, and other support staff assess the effectiveness of their career education programs. Section 1 discusses the "what and why" of career education program assessment. Section 2 contains the career education program assessment guide, divided into four major parts: administration, personnel, school and community relations, and curriculum. Each part includes two or more elements of career education program development. The first three parts of the guide reflect criteria common to all levels of career education: awareness, exploration, and preparation. The fourth, curriculum, varies in emphasis for each level. Each part includes a set of criterion statements and space for comments. Rating sheets and profile sheets are provided to give a general overview of the career education program. A supplement to the assessment guide, "Instructions for the Assessment Coordinator," is included. (TA)

ED 147 504 **CE 013 452***Miller, Sidney And Others***An Integrated Curriculum for Chronic Disruptive Youth.**

Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date—Jul 75

Note—641p.; Some pages of this document may be marginally legible due to print quality

EDRS Price MF-\$1.16 HC-\$34.15 Plus Postage.

Descriptors—Behavioral Objectives, Behavior Problems, *Career Education, Career Planning, Curriculum Guides, Educational Objectives, Educational Strategies, Fused Curriculum, Health Education, *High School Curriculum, Integrated Activities, *Integrated Curriculum, Language Arts, Learning Activities, *Residential Programs, Secondary Education, Secondary School Mathematics, Secondary School Science, *Socially Deviant Behavior, Social Studies Units, Staff Role, Student Placement, Teaching Techniques, Vocational Counseling, Vocational Development, Work Experience Programs, Youth

Identifiers—*Chronic Disruptive Youth

Materials contained in this manual and curriculum guide provide educational coordinators with theoretical and operational information on how to carry out the integrated curriculum designed to facilitate improved instructional and career programming for students in residential settings. Chapter 1, Career Education for Chronically Disruptive Youth, outlines the behavioral needs of disruptive adolescent boys' and girls, effective educational strategies, and programmatic directions. Chapter 2, Ascertaining Vocationally Related Behaviors, spells out types of diagnostic instruments that can be used with such youth, including academic and vocational aptitude tests, and how they are to be used. Chapter 3, Establishing a Meaningful Career Education Plan, reviews the implementation and operation of job and work stations, and career centers. Chapter 4, An Integrated Curriculum and Its Implications for Chronic Disruptive Youth, discusses how integration of programmatic goals, the diagnostic process, and the work stations enables the youth to

establish and realize lifelong career goals. Chapter 5, Job Coaching, outlines the responsibilities of the job coach, who insures the employment success of youth leaving the residential centers. The second half of the manual consists of the integrated curriculum guide of course outlines for teachers, counselors, coordinators, and job coaches of chronic-disruptive youth in the areas of science, health and safety, mathematics, language arts, and social studies. The outlines include subject, objectives, study content, and suggested learning experiences. (TA)

ED 147 505 **CE 013 459***Larson, Milton E.***An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 72

Note—151p.; For a related document see ED 062 517 (first year report); Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Demonstration Programs, Graduate Surveys, Higher Education, Inservice Programs, *Inservice Teacher Education, *Internship Programs, On the Job Training, Post Secondary Education, *Preservice Education, *Program Development, Program Evaluation, Program Guides, Undergraduate Study, Vocational Education, *Vocational Education Teachers, Work Experience Programs

The second year of a pilot internship program for the preservice and inservice professional development of vocational educators was undertaken to (1) provide potential leadership personnel on-the-job learning experiences, (2) provide relevant educational on-the-job experiences to vocational and technical education undergraduates at Colorado State University, (3) further test the value of an exchange program between vocational and technical education and employers, and (4) expand and revise the handbook of operational guidelines for professional internship programs which was developed during the first project year. The program involved recruiting interns, arranging for suitable internship situations, and then monitoring and coordinating the interns' field experiences. A follow-up evaluation survey was done of twenty-six interns who completed the program. Five implications of the study include (1) the internship can assist an individual in job placement, (2) many valuable experiences can be obtained through an internship that are not obtainable in the classroom, and (3) prior classroom instruction is important to those who seek experiences through an internship. It was concluded that the program has established the importance of the internship for both the preservice and inservice professional development of vocational educators. (The handbook of operational guidelines and a report of the follow-up evaluation study are appended.) (EM)

ED 147 506 **CE 013 460****Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).**

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education. Minnesota Univ., St. Paul. North Dakota State Board for Vocational Education, Bismarck. North Dakota State Univ., Fargo. South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education. South Dakota State Univ., Brookings.

Spons Agency—Bureau of Educational Personnel

Development (DHEW/OE), Washington, D.C.

Pub Date—70

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, Cooperative Education, *Cooperative Planning, Disadvantaged Environment, *Disadvantaged Groups, *Educationally Disadvantaged, Group Guidance, Institutes (Training Programs), Post Secondary Education, Program Evaluation, *Rural Population, Rural Schools, Rural School Systems, Rural Youth, Secondary Education, Speeches, *Staff Improvement, Teaching Techniques, *Vocational Education

Identifiers—Minnesota, North Dakota, South Dakota

Presented are the proceedings of three concurrent training institutes conducted to better prepare professional workers in vocational education to meet the needs of rural disadvantaged students through secondary, postsecondary, and adult vocational education programs in Minnesota, North Dakota, and South Dakota. Included are the program objectives, the meeting agenda, the professional papers presented, plans for a final evaluation, the interim evaluation, and a bibliography on research and programs for the rural disadvantaged. The titles and authors of the professional papers delivered during the five-day institute are as follows: "Techniques for Teaching the Disadvantaged" by Charles F. Nichols; "Vocational Education for the Disadvantaged—What Has Been Done?" by Charles Rogers; "Group Guidance and Exploratory Instruction" by Don Priebe and Odell Barduson; "Adapting Adult Education to the Disadvantaged" by Gary Leske and Ed Persons; "Adapting Co-op Education for the Disadvantaged" by Max Amerson; and "Evaluating Programs for the Disadvantaged" by George Copa and R. Paul Marvin. (BM)

ED 147 507 **CE 013 486****Vocational Diffusion Assistance Project. Final Report.**

New Hampshire Facilitator Center, Concord.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—28p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adoption (Ideas), *Demonstration Programs, Diffusion, Educational Innovation, *Information Dissemination, Information Networks, Information Services, *Program Development, Program Improvement, School Districts, State Agencies, State Programs, Technical Assistance, *Vocational Education

Identifiers—National Diffusion Network, New Hampshire

Objectives of a project conducted by the New Hampshire Educational Facilitator Center were (1) to assist the vocational education community in becoming more aware of model programs available in the National Diffusion Network (NDN); (2) to make the adaptation and replication of existing proven models a viable means of program improvement in practice as well as theory; and (3) to assist educators on a self-select basis to implement components of National Diffusion Network model programs, creating in-state sites for further diffusion efforts. Activities were concentrated on four programs: occupational versatility, Appalachian Education Lab Experienced Based Career Education (EBCE), vocational reading power, and community involvement model. Awareness sessions were held for the first three programs for representatives from school districts. Three occupational versatility workshops were conducted and participating districts were provided with limited materials and on-site technical assistance. Results of an EBCE session may lead to a pilot EBCE site. One hundred

participants engaged in two vocational reading power workshops and began implementation immediately following training. A community involvement resource team was created and a model was located to allow a direct exchange between vocational education instructors and community members. It was recommended that this type of facilitator center activity be continued but with an increased resource base. A summary of the center's overall activities during two years of operation is appended. (BL)

ED 147 508 CE 013 517

McGee, Phil

Business Math in Everyday Life.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—76

Note—69p.

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Banking, Budgeting, Business Education, Business Subjects, *Consumer Education, Curriculum Guides, *Daily Living Skills, Home Management, Mathematics Curriculum, Metric System, *Money Management, Recordkeeping, Secondary Education, Secondary School Mathematics, Skill Development, Units of Study
Identifiers—*Business Mathematics

The material presented in this booklet is designed to provide supplemental information and exercises to aid in the development of basic everyday skills in business math. Seven units are presented with each unit containing basic information on the unit topic, followed by student exercises, and a review section. The seven units are (1) check writing (checking accounts, deposit slips, check stubs, writing a check, balancing bank statements); (2) wages (figuring income, deductions, time cards, income tax forms); (3) installment buying (cash versus installment buying, installment price and finance charges); (4) budgets (establishing a budget, special budgeting problems); (5) home expenses (owning a home, utility bills, taxes and insurance, shopping, sales tax); (6) automobile expenses (depreciation, insurance, operating expenses); and (7) metrics (length, capacity, weight). (L)

ED 147 509 CE 013 526

Burjak, John P.

Competency Based Curricula Development for the Mining and Related Industries. Final Report.

Admiral Peary Area Vocational-Technical School, Ebsenburg, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—20 Sep 77

Contract—G007603870

Note—16p.; For a related document see CE 013 527

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Core Curriculum, *Curriculum Development, *Performance Based Education, Program Descriptions, Program Development, Program Improvement, Secondary Education, Task Analysis, Trade and Industrial Education, *Vocational Education
Identifiers—*Mining

This final report of a curriculum research project conducted to develop a competency based curriculum for the mining and related industries is presented in three parts. First, the activities that took place during the last two months of the project are summarized. Second, an overview of the accomplishments of the project during the entire funding period of fourteen months is reported. Finally, a self-assessment of the curriculum development process is presented in the following ten stages: for-

mation of the general advisory committee; formation of the technical advisory committee; development of task title listing; interviews with miners; writing the task sheets; developing the recommended courses of study; review and evaluation; dissemination; implementation; and updating and revising the curriculum. A chart illustrating current progress and curricular areas which need further development concludes the report. (BM)

ED 147 515 CE 013 572

Eversole, Jill A.

Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Nov 77

Note—93p.; Master's Thesis, Pennsylvania State University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Attitudes, Adult Educators, Behavior Change, Behavior Patterns, *Changing Attitudes, Discriminatory Attitudes (Social), Family Influence, Females, Individual Differences, Males, *Sex Differences, Sex Discrimination, *Sex Role, Sex Stereotypes, Social Influences, Social Science Research, Surveys, *Teacher Attitudes, *Vocational Education, *Vocational Education Teachers
Identifiers—*Pennsylvania

A study investigating differences between male and female sex role orientation and attitudes to changing sex roles tested two null hypotheses: (1) There will be no statistically significant difference between sex role orientation and sex role attitudes; and (2) regardless of sex role orientation, there will be no statistically significant difference between men's and women's sex role attitudes. Seven hundred thirty-nine vocational educators were contacted; 431 (58.32%) returned usable questionnaires. A subsample was selected and divided into a synergistic group (n=114) and a sex-typed group (n=110). Findings were that hypothesis 1 was partially rejected, as the two groups differed in their attitudes toward extrafamilial roles and male/female nature and behaviors. Hypothesis 2 was rejected as data clearly indicated that women, regardless of sex role orientation level, were significantly more nontraditional in their sex role attitudes. Conclusions were that efforts on the part of women who hold nontraditional attitudes might be a key factor in eliminating sex stereotyping in vocation education, but regardless of sex, sex role orientation is a predictor of behavior and what is needed is a group to initiate change in that area. Samples of questionnaires and inventories used in the study, along with tables of score correlations, are appended. (BL)

ED 147 516 CE 013 578

Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977.

Alabama Occupational Information System Board, Montgomery.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—14 Jul 77

Contract—DLMA-75-01-76-02

Note—146p.; Several pages of appended material may not reproduce well due to faint and broken type

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Career Choice, *Career Opportunities, *Career Planning, Data Bases, Dial Access Information Systems, *Educational Opportunities, Higher Education, Information Centers, Information Processing, Information Services, *Information Systems, Junior Colleges, Labor

Market, *Occupational Information, Post Secondary Education, *State Programs, Student Financial Aid, Vocational Education
Identifiers—*Alabama

This report reviews the second-year activities of the Alabama Occupational Information System (AOIS), whose second-year objectives were (1) to review all state file formats, particularly the occupational file, (2) to validate national data supplied by the Government Information Service (GIS), (3) to develop and implement a Job Bank Summary File, and (4) to establish good working ties with the Department of Industrial Relations and Vocational Education. A description of how each objective was met is provided. The major portion of this report is devoted to appendixes which include sample computer printout job information sheets, a listing of occupational categories and groups, state occupations by title and Alabama Occupational Information System (AOIS) code numbers, sample instruction sheets for obtaining information on financial aid and state occupational training programs, a sample computer printout of job bank information, the benefits and objectives of AOIS, and a general description of the contents of each of AOIS' nine interactive information files: national occupational, state occupational, state occupational training, national scholarship and financial aid, state scholarship and financial aid, career resource, four-year college, two-year college, and job bank summary. (BL)

ED 147 517 CE 013 586

Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.

Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—Sep 77

Note—111p.; Some parts of the document may not reproduce clearly due to print quality

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Business, Community Surveys, *Demography, *Educational Finance, *Educational Needs, Educational Resources, Employers, Financial Needs, Industry, *Needs Assessment, School Districts, School Surveys, Secondary Education, Urban Areas, *Vocational Education
Identifiers—Oklahoma (Oklahoma City), Oklahoma (Tulsa)

The vocational education needs assessment for Oklahoma City and Tulsa school systems reported here was conducted by the Research Unit at Oklahoma State University and the Center for Vocational Education at Ohio State University. Objectives listed are to determine (1) the vocational education needs of the people in the districts and the extent to which the need is being met, (2) resources available and how adequately they are being utilized, (3) capital required to meet the need for expanded programs, (4) population characteristics and trends of business and industry in the two urban areas and trends in the tax bases, and (6) the equity in the source of funding. Study methods and procedures reported for the questionnaire and interview survey involved a ten-sample representative of the socioeconomic, racial, and geographic distribution of students and a representative distribution of vocationally and academically oriented students (grades 5-12 in Oklahoma City and 7-12 in Tulsa). A summary lists conclusions related to each objective. Recommendations are presented under headings of curriculum, career counseling process, public relations, organization/administration, and information systems. Survey instruments are appended. (JT)

ED 147 518 **CE 013 590**
Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.

Lane Community Coll., Eugene, Ore. Oregon State Dept. of Education, Salem. Career and Vocational Education Section. Portland Public Schools, Ore. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 77

Contract—G007500327

Note—23p.; For related documents see 013 590-594

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Community Colleges, Consortia,

*Curriculum Development, Data Bases, Decision Making, *Information Systems, *Information Utilization, Management Information Systems, Models, Occupational Guidance, Post Secondary Education, Program Descriptions, *Program Planning, Secondary Education, State Programs, *Systems Development, *Vocational Education Identifiers—Oregon

This report describes a project designed to (1) develop models for use of vocational education data available from the Oregon Management Information System (MIS) to implement decision making at key points in program planning and curriculum development, and (2) design, develop, and test a system to improve the competencies of state and local personnel in the use of MIS data and its relationship to program planning, curriculum development, and career guidance. Content covers project limitations, organization, program planning stages and procedures, and results, which included the following: models (developed at the state level) for using the vocational education data bases; a college master plan and a curriculum planning model developed by Lane Community College (Oregon); and Portland (Oregon) School District's identification of steps deemed necessary for effective vocational program and curriculum planning, and strategies for applying these steps. (For the specific models developed, see related documents.) (BL)

ED 147 519 **CE 013 591**
Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Note—93p.; For related documents see CE 013 590-594; Parts of the document may be marginally legible due to quality of print.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, Curriculum Planning, Employment Projections, Enrollment Projections, Information Utilization, Junior Colleges, *Models, Needs Assessment, Occupational Clusters, Occupational Information, Post Secondary Education, *Program Planning, Senior High Schools, *State Departments of Education, *Systems Approach, *Vocational Education Identifiers—Oregon

This report presents a planning model which shows how to utilize various sources of occupational and educational information in order to enhance planning efforts with state department of education personnel and other education agencies at the secondary and community college levels. A vocational program planning model is presented in seven stages: (1) review the state plan for needed thrusts and priorities; (2) identify the occupational universe from which programs will be projected; (3) calculate and determine the programs needed; (4) insure that program areas are trainable; (5) determine employer hiring practices; (6) examine other critical elements such as urgency of need, adverse impact on other segments of education, fiscal impact, and student

demand; and (7) recommend new programs for implementation. A vocational curriculum development process is presented and includes a description of the nature of the process, an outline of a systems approach (Data Applications Needs Assessment System—DANAS) including a flow chart, and the planning, organizing, and evaluating processes. Tables and charts are presented throughout the report and a twenty-page appendix includes USOE Program Groups in use in Oregon, community college and high school program projections, and a Data Application Needs Assessment Form. (BL)

ED 147 520 **CE 013 592**
Guidelines for Obtaining & Using Data in Vocational Program Planning.

Lane Community Coll., Eugene, Ore. Oregon State Dept. of Education, Salem. Career and Vocational Education Section. Portland Public Schools, Ore. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 77

Note—85p.; For related documents see CE 013 590-594

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Board of Education Policy, Check Lists, Community Support, Cost Effectiveness, *Curriculum Development, Guidelines, Information Sources, Information Systems, *Information Utilization, Instructional Design, Job Placement, Junior Colleges, *Manpower Needs, Occupational Clusters, Occupational Information, Program Costs, Program Development, Program Evaluation, Program Guides, *Program Planning, Senior High Schools, Student Needs, *Vocational Education Identifiers—Oregon

The vocational program planning guidelines presented in this document are divided into three parts: a program planning check sheet, a vocational program planning guide, and a guide to vocational course curriculum planning. The check sheet presents a listing of areas to be considered in vocational program planning and refers the reader to specific pages in the body of the report which deal with each particular subject. Five areas of planning consideration described in the second section—the program planning guide—are (1) manpower data, including demand, supply, and placement; (2) school district considerations; (3) student needs; (4) community considerations; and (5) cost-value. The third section presents four essential steps to curriculum planning: (1) identify course goals and objectives, which includes occupational/task analyses, competency analysis, performance indicators, and performance evaluation; (2) plan the instructional methodology, including staff selection, availability of facilities, community resources available, cost constraints, and selection of materials; (3) plan the instructional delivery system, which includes identifying supplies and equipment, facilities, and support services; and (4) implement program, evaluate, review, and revise. A sixteen-page appendix presents sample forms and graphic illustrations. (BL)

ED 147 521 **CE 013 593**
An Analysis of Cluster Program Needs in the Portland Public Schools.

Lane Community Coll., Eugene, Ore. Oregon State Dept. of Education, Salem. Career and Vocational Education Section. Portland Public Schools, Ore. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 77

Note—46p.; For related documents see CE 013 590-594

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Employment Opportunities, Employment Patterns, Employment Potential, *Employment Projections, Employment Trends, Enrollment, Enrollment Projections, *Enrollment Rate, Enrollment Trends, High School Graduates, *Labor Supply, *Manpower Needs, *Occu-

pational Clusters, Program Planning, School Districts, Senior High Schools, Statistical Studies, *Vocational Education, Vocational Followup Identifiers—Oregon, *Oregon (Portland)

This report presents an updated review of employment projection and supply data as related to current job cluster program enrollment in the Portland (Oregon) School District. The methods for gathering the data are described and estimates for future enrollment needs are recommended for eighteen occupational clusters. Three fourths of the report is contained in an appendix which presents charts and data on Portland area employment estimates, growth estimates, average cluster enrollment, cluster completions, estimated enrollment needs, major areas of employment and estimated growth, and 1975-76 school and community profiles of Portland area high schools. Occupational Employment Statistics (OES) Title cluster assignments are also listed. (BL)

ED 147 522 **CE 013 594**
Procedures for Community College Planning and Curriculum Development.

Lane Community Coll., Eugene, Ore. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Note—49p.; For related documents see 013 590-594

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Curriculum, College Planning, *Community Colleges, Curriculum Design, Curriculum Development, *Curriculum Planning, Educational Planning, Information Utilization, Junior Colleges, *Manpower Needs, Master Plans, *Models, Occupational Information, Program Design, Program Development, *Program Planning, State Agencies, State Legislation, *Vocational Education Identifiers—Oregon

Two models based on the use of manpower data are presented in this report. They offer guides for (1) the development of a ten-year master plan and (2) the development of curriculums as appropriate, based on the time schedule of that master plan. The College Master Plan Model presents two aspects of college master planning which are divided into the following sections: (1) State Planning Context (legislation and budget notes; community college legislation; Educational Coordinating Commission plans, rules, and regulations; State Department of Education plans, rules, and regulations; and community college board and administration); and (2) College Planning Cycle (college master plan; college planner and planning team; mission and purposes; problems and solutions; outcome goals and priorities, institutional research—data input; objectives and programs; production of master plan document; approval of master plan document; and revision and extension). The Curriculum Planning Model is then described in the following sequence: college master plan; idea proposal; the committee; institutional research; development team; office of instruction; operational units; implementation; evaluation; and revision. Each model is accompanied by a flow chart. (BL)

ED 147 524 **CE 013 620**
Muse, Ivan D. Coombs, Garn

Experienced-Based Career Education, Part D, 13-302. First Interim Report.

Brigham Young Univ., Provo, Utah.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—1 Nov 77

Contract—G08-76-00115

Note—162p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, Business, *Career Education, Career Exploration, *Educational Alternatives, Educational Objectives, Grade 9, Grade 10, Learning Experience, Parent

Attitudes, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, *School Community Cooperation, Senior High Schools, Skill Development, Student Attitudes, Student Evaluation, Student Improvement, Teacher Attitudes, *Vocational Development, *Work Experience Programs

Identifiers—*Experienced Based Career Education, Utah

An evaluation was conducted on the first year operations (academic 1976-77) of an experienced based career education (EBCE) project designed for tenth grade students from Weber County School District (Utah) and ninth and tenth grade students from Morgan County School District (Utah). Students were pre- and posttested in the areas of career skills, life skills, and basic academic skills and a student demographic data questionnaire was administered. It was concluded that students did make changes in their career knowledge and attitudes toward learning environments and although they did not show any increased mastery in all career skills, life skills, and basic skills, neither did they show any decrease. Results of questionnaires administered to students, parents, site coordinators, and teachers were generally favorable. Evaluation of grade patterns of EBCE students in English, science, and math showed that on a group basis grades remained generally the same for the year. Of significance was the result that the EBCE program had no detrimental effect on student grades even though they spent a considerable amount of time off campus in employer sites. (TA)

ED 147 525 CE 013 624
Organization and Management Guide for Arizona Distributive Education.

Arizona Univ., Tucson. Dept. of Business and Career Education.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date—[77]

Note—82p.

EDRS Price MF-0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Guides, *Administrator Role, Business, Career Exploration, *Cooperative Education, Curriculum, *Distributive Education, Educational Equipment, Guidelines, Industry, Instructor Coordinators, Management, *Program Administration, Program Descriptions, *Program Development, Program Evaluation, School Administration, *School Community Cooperation, Secondary Education, Senior High Schools, Standards, Teacher Role

Identifiers—*Arizona

This guide is designed to assist the distributive education teacher-coordinator and school administrator in planning and developing a program of career exploration and skill development in the field of marketing and distribution. Five major sections include the following information: statements of Arizona's philosophy of distributive education in twenty-five areas (e.g., administration, coordination, cooperative plan, free enterprise, occupational objective, recruitment, teacher education); descriptions of instructional content for twenty-two subject areas in a distributive education curriculum; descriptions for projects (including goals, objectives, and administrator/teacher-coordinator roles) at the senior high school level in the areas of marketing (school store), merchandising co-op, world of communications (visual media), marketing-merchandising co-op; a six-page bibliography of instructional materials; and an eight-page form for evaluating secondary distributive education programs. Brief information is also presented on the application of labor laws to the distributive education program, suggested rules and regulations for cooperative merchandising, funding procedures, and the youth organization, Distributive Education Clubs of America. (SH)

ED 147 526

Weick, Phil

Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—18 Sep 77

Note—66p.

EDRS Price MF-0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Attitudes, *Career Education, *Educational Alternatives, Educational Objectives, Learning Experience, Parent Attitudes, Program Descriptions, Program Effectiveness, Program Evaluation, *School Community Cooperation, Senior High Schools, Student Attitudes, Student Evaluation, *Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experienced Based Career Education, Oregon (Portland)

Student outcome objectives and process objectives were the focus of the Portland Experience Based Career Education (EBCE) project evaluation. The Portland EBCE project followed the EBCE model developed by the Appalachia Educational Laboratory (AEL), based on experiential learning with career and academic experiences in the community. A total of thirty-three sophomores, juniors, and seniors participated in the program during the 1976-77 school year. These students were pre- and posttested in the areas of basic academic skills, career development, and life skills. Process objectives were evaluated using document review and observation, interviews with students, staff and resource persons, and opinion and attitude questionnaires administered to parents and resource persons. All student outcome objectives were achieved as were all process objectives, and the majority of attitudes expressed toward the EBCE program were positive. (Appendixes provide survey results and support documentation relating to program efforts and plans.) (TA)

ED 147 527 CE 013 638
Conecuh County Experienced-Based Career Education. Interim Report.

Conecuh County Board of Education, Evergreen, Ala.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G04-76-03000

Note—169p.

EDRS Price MF-0.83 HC-\$8.69 Plus Postage.

Descriptors—Attitudes, Business, *Career Education, Educational Alternatives, Educational Objectives, Employer Attitudes, Parent Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Validation, *School Community Cooperation, Secondary Education, Student Attitudes, Student Evaluation, *Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—Alabama (Conecuh County), *Experienced Based Career Education

The Conecuh County, Alabama, Experienced Based Career Education (EBCE) project, based on the Northwest Regional Educational Laboratory (NWREL) model, was evaluated for the period of October 1, 1976 to September 30, 1977. Assessment instruments gathered data in the areas of basic skills, career development skills, and life skills from twenty-three EBCE students and fifteen comparison students on a pretest-posttest basis. Parents of EBCE students and employers providing work experiences for students were administered questionnaires. Staff and process data were also collected. It was concluded that EBCE should continue in the Conecuh County school system, and that increases in self attitudes, attitude toward school, attitude toward others, attitude toward education in general, and increases in academic achievement comparable

to that of students who participated in the traditional setting are substantial indicative results of the need for the program. (Appendixes, which make up the greater part of the document, contain the third-party final evaluation report, testing instruments, and questionnaires used in the study.) (TA)

ED 147 528 CE 013 639

Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—15 Nov 77

Contract—G04-76-03001

Note—400p.; Several pages of appendixes A and L may not reproduce well due to faint type

EDRS Price MF-0.83 HC-\$20.75 Plus Postage.

Descriptors—Administrative Agencies, Basic Skills, Career Education, Consortia, Cooperative Planning, Educational Objectives, High School Students, Information Dissemination, Inservice Education, Inservice Teacher Education, Interinstitutional Cooperation, Parent Attitudes, Program Administration, Program Attitudes, Program Descriptions, Program Development, Program Evaluation, Program Validation, School Community Cooperation, *School Systems, Senior High Schools, *Shared Services, Skill Development, *Staff Improvement, Student Attitudes, *Student Improvement, Teacher Attitudes, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Georgia

The Pioneer Cooperative Educational Service Agency (CESA) first-year (1976-77) activities were reviewed. The project was intended to implement the Far West Laboratory (FWL) version of experience based career education (EBCE) in three Hall County, Georgia, high schools, and to prepare for second-year (school year) implementation of the program in the Gainesville City and Union County high schools. Results and accomplishments were noted in the four major tasks (project implementation, inservice training, product development and dissemination, and evaluation) identified as essential to achieving program goals. One of the most significant outcomes of the project's first year operations was the establishment of a total program management system that allowed the Pioneer CESA EBCE management team to supervise, coordinate, and recommend program adjustments without usurping the authority of the local school administrators. Also student growth was documented in the areas of career development, basic skill development, life skills, and general attitudes toward learning, school, self, and adults. Positive responses were also received from parents and the community. (Appended project materials comprise the major part of this document and include the 225-page third-party evaluation report.) (TA)

ED 147 530 CE 013 750

Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.

Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date—Jun 68

Contract—OEG-0-8-080363-3578-085

Note—231p.

EDRS Price MF-0.83 HC-\$12.71 Plus Postage.

Descriptors—Adult Education, Community Agencies (Public), Community Involvement, Cooperative Education, *Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, Delinquent Rehabilitation, Educational Needs, *Educational Planning, *Educational Re-

sponsibility, Human Services, Institutional Role, Prisoners, Recidivism, Rehabilitation Programs, Seminars, *Vocational Education, Vocational Rehabilitation

The purpose of the seminar was to provide selected participants with a broader vision of the importance of vocational education in the rehabilitation of their charges. The program was organized with the "impulsive" offender in mind, or those presumed to be more easily rehabilitated. The advancing cost and increasing number of people committed to such custodial care, along with the high rate of recidivism, brings into focus a great need for new approaches to rehabilitation or, at least, the inclusion of other considerations in existing programs. Such additional inclusions would be socioeconomic, psychological and anthropological, as well as technical. This document is the initial report of the first national effort at getting to some of the solutions to the problems facing this specialized field of education. The twenty-six papers included present a balance between theory and practice and are authored by a staff selected on the basis of varying backgrounds of education and experience. Titles of some of the papers included follow: "The Opportunity for Vocational Education in Correctional Institutions," "Similarities and Differences of In-School and Correctional Institutional Vocational Education," "The Psychology of Our Various Publics to the Policeman and His Role in Society," "The Use of Team Teaching," "A Pilot Program in Cooperative Vocational Education," and "Implications for Vocational Education Teacher Education." (Author/BL)

ED 147 531 CE 013 753

A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.

Manatee Junior Coll., Bradenton, Fla.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Jun 77

Contract—4-74-5200

Note—182p.; For related documents see CE 008 318, CE 012 411, CE 013 753, CE 013 758, and CE 013 760: Parts of appendixes may be marginally legible due to print quality of original document.

EDRS Price MF-50.83 HC-510.03 Plus Postage.

Descriptors—*Articulation (Program), *Career Education, *Consortia, Curriculum Development, *Educational Coordination, Elementary Secondary Education, Higher Education, Inservice Programs, Job Placement, Junior Colleges, Occupational Guidance, Post Secondary Education, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Program Validation, Staff Improvement, Staff Role, Student Placement, Universities, *Vocational Development, Vocational Followup

Identifiers—Florida

A consortium effort in Florida was evaluated for the period July 1, 1974 through June 30, 1977. Implemented in Florida's Sarasota County and Manatee County school districts, Manatee Junior College, and the University of South Florida, the project included three components (guidance, curriculum, and placement/follow-up), each functioning at four levels (elementary, secondary, junior college and university). First-year project activities centered on orienting and building knowledge and skills of the consortium staffs; emphasis shifted to secondary and postsecondary levels during the next two years. Major activities and events centered around (1) conducting workshops; (2) working with coordinating councils for vocational, adult, and continuing education; (3) other articulation activities with staffs of consortium members; (4) development of nine products (guides and models for involving the community, counselors, and other school personnel in students' vocational development); and

(5) preparation of Florida Vital Information in Education and Work (VIEW) materials, including a special deck for the handicapped. Based on subjective reactions to consortium activities and third-party evaluative data, it was concluded that the project has been successful. For example, student test data, reporting cognitive changes in such areas as job knowledge and planning knowledge, indicated the existence of significant differences in development between students in experimental schools and those in control ones. (The third-party final evaluation report is included in this document; appendixes include tables on staff involvement for the three-year project period. For project products available as separate documents, see the related note.) (TA)

ED 147 532 CE 013 758

Kershaw, James T. And Others

An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—4-74-5200

Note—121p.; For related documents, see CE 008 318, CE 012 411, CE 013 753, and CE 013 760

EDRS Price MF-50.83 HC-56.01 Plus Postage.

Descriptors—Communication Skills, Counselor Role, Counselors, Counselor Training, *Guidance Personnel, Guides, *Inservice Education, *Interviews, Leaders Guides, *Microcounseling, Models, *Occupational Guidance, Program Development, Skill Development, Specialists, Tests, *Training Techniques, Vocabulary, Vocational Counseling

Identifiers—Florida

Materials contained in this guide were developed as part of the guidance component of a comprehensive program of vocational education for career development (kindergarten through university) and were used in inservice workshops in the Sarasota and Manatee school districts in Florida to train occupational placement specialists in micro-interviewing techniques. Addressed to the trainer of occupational specialists, the guide discusses procedures for setting up and conducting the inservice workshop and describes how materials contained in the twenty-one appendixes are to be used during the workshop. The appendixes, comprising the major portion of the document, include the following: pre- and posttests on interview/communication for the specialist, pretest/posttest key, pre-post results for Manatee and Sarasota school districts, component descriptions, questions for the occupational specialist, micro-interviewing evaluation critique sheet for interviewee and audience, posttest study and review for interview/communication skills, techniques of micro-interviewing (attending behavior, open invitation to talk, minimal encouragements to talk, reflection of feeling, paraphrasing, sharing behavior, summarization of feeling, expression of feeling), eight selected psychological terms, definitions of terms, terms test, and information on self-assessment (psychological test insights and utilization for the occupational placement specialist). (TA)

ED 147 533 CE 013 760

Dale, Jack

Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Contract—4-74-5200

Note—84p.; For related documents see CE 008 318, CE 012 411, CE 013 753, and CE 013 758: Some parts of the document will be marginally legible due to print quality

EDRS Price MF-50.83 HC-54.67 Plus Postage.

Descriptors—Area Vocational Schools, Community Colleges, Community Resources, Computer Oriented Programs, *Data Collection, *Demonstration Programs, Elementary Secondary Education, Employer Attitudes, *Followup Studies, Guidance Services, Higher Education, Information Dissemination, Information Utilization, Job Placement, Junior Colleges, Longitudinal Studies, *Models, Program Administration, Program Descriptions, *Program Development, Program Planning, School Districts, *Student Placement, Surveys, Systems Development, Universities, Vocational Development, Vocational Followup

Identifiers—Florida

Examples of placement and follow-up conceptual models developed for a program of vocational education (kindergarten through university) are presented. Section 1 contains a historical overview of placement and follow-up activities in Florida and describes a comprehensive model. Section 2, describing a model for utilizing community resources for the development of jobs for a school-based placement service, provides an in-depth analysis of the program components (including assessment, job placement, job development through community resources, longitudinal placement, and internal program evaluation). Section 3 describes an approach for collecting and disseminating placement data on a longitudinal basis at an area vocational-technical center. Section 4 provides a conceptual outline of the steps followed in collecting and using student follow-up information on a district level. Section 5 describes a junior college placement model which assists students and accommodates the employers' position in the placement process. Section 6 describes the Computer Assisted Placement Services System (CAPS) implemented in senior high schools of Duval County, Florida. Section 7 describes how to initiate and implement a follow-up research program at a junior college. Section 8 describes a three-part system for collecting student performance indicators—an employer survey, a junior/community college program, and a university component. (TA)

ED 147 534 CE 013 761

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

Fayette County Public Schools, Lexington, Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Contract—G04-76-03002

Note—310p.

EDRS Price MF-50.83 HC-516.73 Plus Postage.

Descriptors—Academic Achievement, Business, Career Education, *Career Exploration, Credit Courses, *Educational Alternatives, Employer Attitudes, Grade 11, Grade 12, Individualized Curriculum, Learning Experience, Parent Attitudes, *Program Attitudes, Program Descriptions, Program Effectiveness, Program Validation, *School Community Cooperation, Senior High Schools, Sex Stereotypes, Student Attitudes, Student Evaluation, Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Kentucky

An evaluation was conducted of the Fayette County, Kentucky, implementation of the Northwest Regional Educational Laboratory Experience Based Career Education (NWREL/EBCE) program model, which allowed for the provision of community educational experiences for eleventh and twelfth grade students. Individualized learning plans served as a basis for the EBCE program activities and academic requirements and work experience opportunities were integrated into a comprehensive curriculum which included experi-

ences in basic skills, life skills, and career development. Information was gathered on student outcome and demography; parent, employer, and staff perceptions/opinions; and implementation, process data. Conclusions based on analysis of process results were made in the areas of inservice, curriculum and instruction, development of individual learning plans, avoidance and elimination of race and sex bias and stereotyping, and student placement. In the area of evaluation, it was concluded that EBCE students' measured growth in basic skills and attitudes toward the learning environment, career knowledge, planning, and maturity were comparable to comparison students; EBCE students showed no gains in reducing their sex-role stereotyping. It was conjectured that the lack of student data to support the program's visible positive impact was the result of assessment instruments that may have been too insensitive to measure the actual program impact. (Appendixes, which comprise a major portion of the document, include project materials and the third-party final evaluation report.) (TA)

ED 147 536 CE 013 772

Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977).

Coalition of Indian Controlled School Boards, Inc., Denver, Colo.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—77

Contract—300-77-0033

Note—62p.; Parts of appendix may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indians, *Conferences, Federal Legislation, *Federal Programs, Job Training, Minority Groups, Program Administration, *Program Development, Program Planning, Reservations (Indian), State Federal Aid, State Programs, *Vocational Education

Proceedings are presented of a three-day national conference for providing members of the Indian community with information concerning opportunities for Indians under the new vocational education legislation. Brief summaries of addresses delivered during the general sessions are provided in part 1 and include such subjects as developing vocational education state plans, and the findings of the Task Force on American Indian Vocational Education. Part 2 contains summaries of workshop presentations which dealt with a variety of topics including program development, a planning model for Indian reservation development, a model tribally-operated vocational education program, and a review of federal programs in vocational education. (BL)

ED 147 537 CE 013 783

Shepack, Robert E.

A Model for the Implementation of Bilingual Vocational Training. Final Report.

El Paso Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007603736

Note—22p.; Some parts may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Bilingual Education, *Communication Skills, Community Colleges, English (Second Language), Job Placement, Junior Colleges, Language Skills, *Occupational Guidance, Program Descriptions, Technical Education, Technical Occupations, *Trade and Industrial Education, Vocational Counseling, *Vocational Education

Objectives of this second-year program conducted at a community college skill center were to recruit individuals of limited English background and provide them with academic and vocational

training to prepare them to enter and advance in occupations, using parallel courses in Spanish (e.g., English-as-a-Second-Language) to achieve this goal. Students recruited were offered career and placement counseling, language instruction as needed, basic job-related communication and computation skills, and training in the following programs: industrial sewing machine repair mechanic, industrial sewing machine operator, radio and television repair technician, ophthalmic dispensing technician, building trades, cash register management, clerical business office procedures, general education diploma (G.E.D.), and English-as-a-Second Language/Job-Related-English (ESL/JRE). The skills center staff developed much of the curriculum and used an individualized approach to instruction. Negotiations were begun with other local agencies to provide training on a limited basis. The program had 1,099 enrollees, 878 of whom graduated, with 651 gaining employment. (A third-party evaluation of the program is included in the appendix, along with a graphic presentation of the instructional model.) (BL)

ED 147 538 CE 013 787

Cornell, Jim

Role of the Vocational Education District Supervisor in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Pub Date—Jun 77

Note—131p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Attitudes, Administrator Role, *Job Skills, *School Districts, Secondary Education, State Departments of Education, State School District Relationship, State Surveys, *Supervisors, Task Performance, Teacher Administrator Relationship, *Teacher Attitudes, *Vocational Education, Vocational Education Teachers

Identifiers—*Alabama

The purpose of this study was to describe the role of the Alabama vocational education district supervisor as perceived by local education administrators and teachers. (Applicability of the methodology and the findings may prove valuable to other state departments of vocational education as well.) Questionnaires were sent to 650 administrators and 685 vocational teachers asking them to rank order the desirability of functions and tasks of the district supervisor and to identify tasks that could be best performed through group workshops and conferences and those best performed between the district supervisor and individual teachers or administrators. Fifty-eight percent of the instruments returned by the administrators and 66% of those returned by the vocational teachers were considered usable. Findings were that of fourteen functions rated, the highest ranked were curriculum and instructional improvement, while tasks which received the highest priority relative to the fourteen functions were providing teachers with information, resources, and/or materials for instruction. Administrators and teachers agreed that in many cases responsibilities of district supervisors could be discharged through group efforts rather than through individual interaction with teachers or administrators. Recommendations included that district supervisors develop competencies in areas of dissemination and diffusion activities, group processes, and utilization of resource persons and materials. (The rank ordered listing of supervisor competencies is appended to the report.) (BL)

ED 147 539

CE 013 810

Jezierski, Kathleen, Ed.

Resources in Vocational Education. Volume 10. Number 5.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred twenty-five document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institutional source indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains fifteen resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

ED 147 540

CE 013 311

Mott, Frank L. And Others

Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Nov 77

Note—366p.; For related documents see ED 049 376, ED 076 812, and ED 094 135; Parts of document may be marginally legible due to small type

Available from—The Ohio State University, College of Administrative Science, Center for Human Resource Research, 1375 Perry Street, Suite 585, Columbus, Ohio 43210 (\$0.80)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Academic Aspiration, Adolescents, Career Choice, Career Planning, College Attendance, Demography, Divorce, *Educational Experience, *Employment Experience, Employment Opportunities, *Employment Patterns, Employment Problems, *Family Influence, Family Problems, Females, Financial Problems, Income, Life Style, Longitudinal Studies, Migration, Mothers, National Surveys, Occupational Aspiration, Occupational Mobility, Sex Differences, Statistical Studies, Wages, *Working Women, Young Adults

Identifiers—United States

Utilizing the National Longitudinal Surveys of 5,159 young women aged fourteen to twenty-four from 1968 to 1973, the study reports on the educational, labor market, and family experiences of young women. The content is in seven chapters. Chapter 1 describes the data base and presents an

overview of changes in the women's life patterns over the study period. Chapter 2 examines college attendance and the factors associated with desires and expectations for higher education and the quality of the institution a woman attends. Chapter 3 studies the labor force dynamics associated with withdrawal from and reentry into the labor force when a woman bears her first child. Chapter 4 explores the characteristics of young women that are associated with the choice of an atypical occupation. Chapter 5 examines determinants of average hourly earnings of young women with focus on the impact of training and on differences in wage structures by sex. Chapter 6 analyzes causes and consequences of migration for the economic welfare of young women and their families. Chapter 7 examines some of the determinants of marital disruption and its economic consequences. (Eighty-eight tables and thirteen figures are included. The 1968 and 1973 survey forms are appended.) (EM)

ED 147 542 CE 013 815

Smith, Charles W. And Others

A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.

Louisiana State Univ., Baton Rouge. School of Vocational Education.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education. Pub Date—Aug 75

Note—88p.; Some parts of this document may be marginally legible due to print quality

EDRS Price MF-S0.83 HC-S4.67 Plus Postage.

Descriptors—Adult Education, *Computer Oriented Programs, Data Collection, Demonstration Programs, *Educational Accountability, Followup Studies, Graduate Surveys, Information Processing, Information Retrieval, Information Storage, Job Placement, Longitudinal Studies, *Management Information Systems, Post Secondary Education, Program Descriptions, Program Development, Secondary Education, *Systems Development, Vocational Adjustment, *Vocational Education, *Vocational Followup Identifiers—*Louisiana

To provide an effective and available source of data on placement and follow-up of vocational education in Louisiana, a comprehensive follow-up system was designed for collecting information on students in secondary or postsecondary vocational programs from the time they complete or leave with marketable skills until five years following their leaving school. Preliminary forms and procedures were developed, reviewed, revised and field tested. A detailed teacher's guide was prepared and a series of computer programs for information storage and retrieval was developed. Finally, a detailed set of procedures for the operation of the follow-up system was developed to serve as an implementation guide. When implemented, the system has the capability to identify students who have been enrolled in secondary, postsecondary, or adult preparatory vocational programs by occupational objective and secure pertinent information on each student; determine the employment status and other pertinent data on former students and the employment status and an evaluation of the training received; secure an evaluation of former students to function on the job; store all data collected on tape for retrieval; and retrieve selected data as needed and produce required reports. (This report includes steps and sample forms needed for securing and processing data for the student follow-up system. (BM)

ED 147 544 CE 013 823

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

Cornell Univ., Ithaca, N.Y. Dept. of Community Service Education.

Spons Agency—New York State Education Dept.,

Albany. Office of Occupational and Continuing Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—151p.; Some pages printed on colored paper may not reproduce clearly

Available from—Media Services Printing, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14853

EDRS Price MF-S0.83 HC-S4.69 Plus Postage.

Descriptors—Audiovisual Aids, Changing Attitudes, Class Activities, *Educational Resources, Family Role, Federal Legislation, Information Sources, *Learning Activities, Resource Guides, *Resource Materials, Role Conflict, Secondary Education, Sex (Characteristics), Sex Differences, Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Attitudes, Student Attitudes, Teacher Attitudes, *Vocational Education, Vocational Education Teachers

Developed for vocational educators as a self-study guide or as a basis for inservice workshops, this source book presents information on sex fair education. Each of the six sections contains fact sheets and references, and some contain checklists, guidelines or rating sheets, and highlighted questions and activities which may be used for individual or group activities. Sections are titled as follows: (1) Why Expanded Roles Are Needed (negative effects of stereotyping, the changing labor force, and the changing family); (2) Vocational Education's Challenge (role expectations in relation to title IX and title II legislation); (3) How Stereotyping Affects Teachers and Students; (4) How Vocational Education Materials Can Influence Role Expectations (sexism in language, textbooks, audiovisual materials, vocational information, and tests); (5) Teaching for Expanded Roles (selected classroom activities); and (6) Additional Resources (books, articles, audio-visual materials, and a list of organizations providing information about sex bias). (BL)

ED 147 545 CE 013 825

Craft, Roger

An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.

Utah State Board of Education. Salt Lake City. Div. of Research and Development.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Note—49p.

EDRS Price MF-S0.83 HC-S2.06 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Educational Needs, Educational Research, Information Needs, Inservice Teacher Education, *Instructor Coordinators, *Needs Assessment, Post Secondary Education, Program Administration, Program Coordination, Program Effectiveness, *Program Improvement, Secondary Education, State Programs, State Surveys, Statewide Planning, Teacher Administrator Relationship, *Teacher Attitudes

Identifiers—Utah

A study was done to (1) assess the level and extent of the current needs of Utah's cooperative education (CE) program coordinators and (2) assemble alternative solutions to facilitate planning and action intended to meet these needs. A three-step data collection process was employed to determine the principal needs. Program coordinators, students, sponsoring employers, and CE and vocational area specialists participated in interviews and surveys. Alternative solutions were assembled from the responses received from program coordinators and representatives of two national CE service centers when they were asked to describe practical solutions in meeting the identified needs. The ten principal program coordinator needs were (1) more time to handle responsibilities, (2) greater support from administrators for CE programs, (3) more input on

budget allocations, (4) better information flow about guidelines and policy changes, (5) more information about current funding guidelines and policy changes, (6) greater awareness of options in related class curriculum, (7) more idea exchange with other programs, (8) more of the right kind of students entering the program, (9) better means of training employer-sponsors, and (10) better means of training coordinators. (Fifteen recommendations for meeting these needs are presented. The data collection instruments and a tabulation of the results and a summary of comments are appended.) (EM)

ED 147 546 CE 013 840

Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.

Parkway School District, Chesterfield, Mo.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G07-76-0092-502

Note—138p.; Some parts of document may not reproduce clearly due to quality of print

EDRS Price MF-S0.83 HC-S7.35 Plus Postage.

Descriptors—Business, *Career Education, Career Exploration, Curriculum Development, *Educational Alternatives, Educational Objectives, Learning Experience, Parent Attitudes, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Validation, *School Community Cooperation, Senior High Schools, Student Attitudes, Student Evaluation, Student Improvement, Student Interests, *Vocational Development, *Work Experience Programs

Identifiers—*Experienced Based Career Education, Parkway School District MO

An evaluation was conducted on the first year operations of the three-year Parkway, Missouri, Experienced Based Career Education (EBCE) program, which offered a one-year alternative educational experience for selected grade 11 and 12 students. The ten overall program goals evaluated follow those developed by the Northwest Regional Educational Laboratory (NWREL) in Portland, Oregon. Three broad curriculum components—life skills, basic skills, and career development—were integrated to emphasize the relationships among career goals, academic choices, and personal aspirations. A total of sixty-three students participated in the program. No pretesting was conducted, but students were given criterion-referenced tests as part of the third-party evaluation. Other components of the evaluation were development of an optical scan/recordkeeping form, interviews and surveys, and documentation of program activities. Each evaluation activity corresponded to different program objectives. Evaluation results included the following: (1) The EBCE students generally performed better on the criterion-referenced tests than did the control students; and (2) students and parents viewed the program positively. (Appendixes, comprising half the document, include publicity articles, EBCE job sites, career exploration guide, and the twenty-seven page third-party final evaluation report.) (TA)

ED 147 547 CE 013 841

Edwards, Judith B. Van Dusseldorp, Ralph A. **Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.**

Iowa Central Community College, Fort Dodge.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G07-76-00090-502

Note—57p.

EDRS Price MF-S0.83 HC-S3.50 Plus Postage.

Descriptors—*Basic Skills, Career Awareness, *Career Education, Career Exploration, Career Planning, Demonstration Programs, Grade 12, Measurement Instruments, *Program Attitudes,

Program Development, Program Effectiveness, Program Evaluation, Program Validation, School Community Cooperation, Senior High Schools, Skill Development, *Student Improvement, Tables (Data), *Vocational Maturity, *Work Experience Programs

Identifiers—*Experience Based Career Education, Iowa

Fifty-eight Iowa high school seniors participated in an experience based career education (EBCE) project conducted at Storm Lake, Sac City, and Pocahontas during 1976-77. The program followed the EBCE model developed by the Appalachia Educational Laboratory. Technical assistance and training for the project was furnished by that laboratory. A third-party evaluation was conducted and based on the examination of project records, including student research, interviews with project staff, student and resource persons, questionnaires completed by students, parents, and resource persons, and test data collected on students at the beginning and end of the semester. Posttest scores showed statistically significant (.05 level) gains made by the EBCE students in Mathematics concepts, mathematics application, and reading comprehension. However, the comparison group of students gained more on four scales of the career maturity inventory (occupational information, goal selection, planning, and problem solving), and the difference in gains on goal selection was statistically significant at the .05 level. Other findings reported that the EBCE students made statistically significant gains in attitude toward learning and careers and gained more in each attitude area than did the comparison students. This report contains detailed results of the evaluation, the measurement instruments, and statistical tables. (BM)

ED 147 548 CE 013 848

Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 76

Contract—OEG-0-74-1742

Note—215p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Adult Vocational Education, *Data Bases, Data Collection, Employment Projections, Graduates, Labor Force, Labor Market, *Labor Supply, *Management Information Systems, *Manpower Needs, Manpower Utilization, Program Descriptions, Program Planning, Public Schools, Secondary Education, Student Records, *Systems Development, *Vocational Education, Vocational Education Teachers

Identifiers—*Illinois

Pursuant to developing an interactive system for planning and managing vocational education programs, the project focused on methods of obtaining student supply and manpower demand information. The goal was to operationalize a student data base that would facilitate planning and regulatory requirements of the Illinois Department of Adult, Vocational, and Technical Education, and to operationalize manpower demand data base projections. The development of both components included systems design, refinement, and testing. Model data files developed for the two components included (1) a student file encompassing all students in vocational courses, containing social security number, name, birth date, sex, courses taken, and program area; (2) a public school file identifying vocational programs, courses, and staffing patterns; (3) a teacher file containing social security number, birth date, experience, full-time employment, and courses taught; (4) data on program completers and supply from private training sources; (5) an occupational profile of the Illinois labor force; and (6) a manpower demand file of current to five-year requirements. (This report includes a ninety-five-page

appendix which contains information, forms, and procedures used in developing the project.) (BL)

ED 147 549

CE 013 849

Griffin, Robert E.

An Experimental Program in Vocational Education at the Elementary School Level. Final Report.

Alabama Univ., Tuscaloosa. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 76

Contract—G00-75-00390

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, Career Awareness, Educational Innovation, Elementary Education, *Elementary School Students, Elementary School Teachers, Grade 2, Grade 4, Grade 6, *Human Development, *Program Effectiveness, Program Evaluation, *Self Concept, Student Attitudes, Student Behavior, Summative Evaluation, Teacher Attitudes, Teacher Behavior, Teaching Styles, *Vocational Education

Identifiers—Alabama

A one-year study evaluated the Human Development Program, or "Magic Circle," a project (conducted in the Tuscaloosa County (Alabama) School District) designed to explore student concerns and ideas in the areas of awareness, mastery, and social interaction and consisting of daily twenty-minute classroom meetings of teacher and pupils in a circular arrangement. The evaluation was designed to determine "Magic Circle's" effectiveness in the following areas: its ability to bring about significant changes in self-concepts and classroom achievement of elementary students and its teacher behavior; and as a means for introducing information about jobs and the world of work into ongoing classroom activities. Second, fourth, and sixth grade pupils in two schools participated in the study; one school provided treatment subjects, the other served as a control. Treatment subjects experienced daily "Magic Circle" sessions using prescribed curriculums. The control group experienced no such involvement. Pre- and postmeasures of self-concept, academic achievement, and locus of perceived control were obtained, along with periodic measures of classroom behavior and "Magic Circle" behavior. Results showed some students in the experimental group made significantly different gains in some areas, but the control group showed significantly different gains in equally relevant areas. Teacher behavior did not differ significantly in Circle activities and there was no indication that classroom behavior changed substantially from participating in the project. (Author/BL)

ED 147 550

CE 013 852

Atkins, Richard. And Others.

Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Dec 77

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Auto Mechanics, Diagnostic Tests, Food Service, *Handicapped Students, Individualized Curriculum, Individualized Instruction, Job Skills, *Manipulative Materials, Measurement Instruments, Performance Criteria, Performance Specifications, *Performance Tests, Special Education, *Student Evaluation, *Test Construction, *Vocational Education

Identifiers—Pennsylvania

To investigate the feasibility of developing hands-on instruments to aid classroom teachers in assessing both entering and exiting skills of the special

needs students in vocational education, a continuing project at the University of Pittsburgh was conducted to meet two major objectives: develop a definitive rationale for the design of a hands-on instrument by which the vocational classroom teacher could diagnose entry skills and measure exit skills of special education students and design a hands-on instrument based on the above rationale for several occupational areas. The project resulted in the following outcomes: the development of a rationale and procedures for the design of the instruments, an entering instrument to diagnose auto mechanics skills, and an exiting instrument to assess competence in food services skills. A large appendix accompanies this final report and includes the following materials: an example of synthesis procedures (auto mechanics); the auto mechanics synthesis; the food services synthesis; the auto mechanics entering skills instrument; the food services exiting skills instrument; and the rationale paper supporting the hands-on instrument project. (Author/BM)

ED 147 551

CE 013 858

Knickerbocker, Addie H.

Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.

Louisiana Tech Univ., Ruston. College of Home Economics.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Louisiana State Dept. of Education, Baton Rouge.

Pub Date—Aug 77

Note—70p.; 2 appended maps of Louisiana school systems may not reproduce well due to faint type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrator Attitudes, Educational Administration, Educational Planning, Higher Education, High School Supervisors, Home Economics, Home Economics Education, Home Economics Teachers, Inservice Teacher Education, *Occupational Home Economics, Preservice Education, Program Improvement, *School Superintendents, Secondary Education, Teacher Certification, *Teacher Education, *Teacher Qualifications, *Teacher Supply and Demand, Vocational Education

Identifiers—*Louisiana

General objectives of a research study were (1) to gather information from superintendents in the public school systems concerning their opinions regarding the image and purpose of vocational home economics programs in Louisiana; (2) to obtain statistics on the number of vacancies for vocational home economics teachers occurring in the 1976-77 school year, why they occurred, and the factors considered in filling them; (3) to collect data from school administrators concerning teacher certification and desirable secondary teaching fields; and (4) to utilize data collected from surveys and interviews to improve the preservice and inservice education of home economics teachers. Questionnaires were mailed to superintendents of the 66 public school systems, and from the 57 (86%) usable responses, eighteen administrators were randomly selected for interviews. Findings from the computer-analyzed data and the interviews follow: (1) Certification in a second teaching field was strongly suggested; (2) one or less vacancy per system was considered typical and the three top factors considered very important in hiring a teacher were personality, recommendation of the principal, and appearance; and (3) superintendents identified inservice training as a responsibility of state department and county educators. Recommendations included informing home economics majors of the projected supply and demand for teachers, and a reliable method of gathering data about graduates be developed. (BL)

ED 147 552

CE 013 859

ECCMC Evaluation Report.

Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 77

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum, Financial Support, *Information Dissemination, *Information Utilization, *Instructional Materials Centers, *Program Effectiveness, Program Evaluation, Regional Programs, Resource Centers, Surveys, *Vocational Education

Identifiers—*East Central Curriculum Management Center II, Illinois

The East Central Curriculum Management Center (ECCMC) was evaluated by the Illinois State Advisory Council on Adult, Vocational and Technical Education. The council reviewed the internal operations of the center, including (1) an assessment of how various units within the Illinois Office of Education (IOE) related to the Center; (2) a survey of local education agencies within Illinois to ascertain awareness and use of the Center's services and products; (3) a survey of the directors of the other eleven states served by the center; (4) a survey of the Superintendents of Educational Service Regions in Illinois, and (5) a review of the internal operations through an all-day visitation of the center and personnel and the IOE personnel. Conclusions were that the center is an integral and important component in the delivery of vocational education programs and services in Illinois. By keeping the local education agencies (LEAs) informed of available curriculums and other materials available the center is actively strengthening vocational education in Illinois, and, to a lesser extent, in the other eleven states served. Nevertheless, the center could improve its services and operations. Local educational agencies could assist themselves and the center by informing greater numbers of their staff about the center and the services provided. Specific recommendations were made with regard to federal and state funding of the center and suggestions for improving utilization of its services. (JT)

ED 147 553

CE 013 860

Hole, F. Marvin

Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Nov 77

Note—158p; Charts and tables may be marginally legible due to print quality of original document

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Curriculum Development, Curriculum Guides, Foods Instruction, *Health Facilities, Health Occupations Education, *Home Health Aides, Home Management, Home Programs, Job Skills, *Learning Modules, *Management, Material Development, Nursing Homes, *Nutrition Instruction, Occupational Home Economics, *Older Adults, Program Descriptions, Senior Citizens, Skill Development, State Curriculum Guides

Identifiers—*Pennsylvania

The purpose of a curriculum project was to identify selected areas in which modules needed to be developed for Pennsylvania's vocational programs for the occupation of home-health assistant, and to develop a minimum of three modules for field testing. By reviewing current literature and information, the area of need for curriculum materials for the Home-Health Management Assistant Programs

were defined. The three instructional modules were written according to a module format developed by the project staff in accordance with curriculum design principles accepted by the State Department of Home Economics Education. Areas covered by the modules included nutrition, nutrition for the elderly, and home nursing for the elderly. Following background information on the project, this report discusses the development of each module, including module format and module content. Major content consists of the project's three developed modules. Each module includes introductory information on use of the module and from three to four learning experiences. Each learning experience includes some or all of the following: concept, generalizations, terminal objective, instructional objective, learning activities, and information sheets. (BL)

ED 147 554

CE 013 863

Sullivan, Daniel J.

Financing Vocational Education in Vermont. Final Report.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Pub Date—Sep 77

Note—52p; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Collection, Educational Finance, Federal Legislation, *Finance Reform, *Financial Policy, *Resource Allocations, State Aid, State Federal Aid, *State Programs, *Vocational Education

Identifiers—Education Amendments 1976, *Vermont

Following an analysis of Vermont's present system of allocating state and federal vocational education funds, alternative formulas and methods for allocation are presented. The first chapter focuses on concerns raised with the present system, particularly the data used to allocate money and the focus on concern for distribution across institutions as opposed to specific programs and populations. Implications of changes in federal law (Title II of the Education Amendments of 1976-P.L. 94-482), which required Vermont to modify its formula for dispensing federal monies are examined in the second chapter. Focus in the third chapter is on data quality. Current allocation formulas and possible alternatives are examined in light of clerical accuracy, data definition, data measurement, and data timing. After analyzing a variety of formula alternatives, the fourth chapter recommends a new formula consistent with new federal regulations. The final chapter covers additional revenue and expenditure issues, e.g., methods of counting district or institutional expenditures and the effect on allocation. Recommendations made include change to a variable matching grant-type formula. It is concluded that the use of expenditures (as opposed to pupils) as a base for a variable matching grant would generate a distribution more closely approximating the current one. Factors recommended for inclusion in the new formula include unemployment, number of low-income families relative to the total population of the area, and number of disadvantaged students in relationship to the total enrollment. (JT)

ED 147 556

CE 013 866

Whiteford, Emma B.

Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.

Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date—Aug 77

Note—53p; For a related document see ED 131 277

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academically Gifted, *Exceptional Persons, Handicapped Students, *Home Economics Teachers, Individualized Instruction, In-service Programs, *Inservice Teacher Education, Instructional Innovation, Learning Disabilities, Professional Training, Program Descriptions, *Regular Class Placement, Resource Materials, Secondary Education, *Teacher Workshops, Teaching Techniques

Identifiers—*Minnesota

Objectives of a pilot workshop for selected home economics teachers working with special needs students who were programmed into regular home economics classes were that each participant should (1) become aware of her personal teaching styles (and alternatives); (2) learn to match teaching styles with student learning styles; (3) become familiar with a variety of teaching models/techniques to promote learning for students with various types of special needs; (4) be able to use suggested criteria for evaluation of materials; (5) develop or adapt instructional materials; and (6) evaluate the content and presentation of the workshop series. Thirteen teachers participated in five two-hour sessions with emphasis on the following topics: awareness of teaching styles; techniques, ideas, and learning resources; selection of instructional resources; alternative learning methods for increased individualization and adaptation of instruction; and ways of implementing individualized instruction. The teachers judged the experience to be valuable and recommendations were that increased opportunities should be provided for teachers to enroll in workshops and that workshops should be credit-bearing. Descriptions of each of the five workshops, sample materials used, and a ten-page bibliography (including prices and availability) are appended. (BL)

ED 147 558

CE 013 875

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

National Business Education Association, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—[72]

Contract—OEG-0-72-4848

Note—361p; For a related document see CE 013 876

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Annotated Bibliographies, Behavioral Objectives, *Business, *Business Administration, *Career Exploration, Core Curriculum, Course Content, *Curriculum Development, Curriculum Guides, Demonstration Projects, Grade 9, Junior High Schools, Learning Activities, *Management, Marketing, Mathematics Curriculum, *Money Management, Personnel Management, Prevocational Education, Program Descriptions, Program Evaluation, Reading Materials, Resource Materials, Teaching Guides

Identifiers—Arkansas

A project designed to develop a business ownership and management curriculum to be used at the prevocational and exploratory grade levels (grades 7-9) is reported in four sections. Section 1 contains an overview of the project. Section 2 presents the procedures, which involved the establishment of the research concept and curriculum model, the literature search, the development of behavioral objectives, creation of the curriculum, development of ancillary materials, the pilot test, and revisions. Section 3 presents the evaluation findings by business owners and managers, students, and teachers. Section 4 contains a summary of the pilot-test results in business exploration classes in Arkansas. The remaining three-fourths of the document includes the following appended materials: the behavioral objectives; a list of the resource personnel; core cur-

riculum materials; ancillary materials in reading, mathematics, and the ninth grade curriculum; and an annotated bibliography. (The basic ownership and management core curriculum guide (appendix C) is available as a separate document.) (BM)

ED 147 559 CE 013 876

Business Ownership and Management Core Curriculum. Teacher's Guide.

National Business Education Association, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—[72]

Note—113p.; For a related document see CE 013 875; Reproduced from best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Business, Business Administration, Business Education, Career Exploration, Core Curriculum, Curriculum Guides, Educational Objectives, Junior High Schools, *Lesson Plans, *Management, *Marketing, *Money Management, *Personnel Management, Prevocational Education, Teaching Techniques, Vocabulary

This curriculum guide accompanies a business ownership and management curriculum designed for the prevocational and exploratory grade levels (grades 7-9). An explanation of the need for such a curriculum, an overview of the curriculum, and instructions for using this guide are included in the three introductory sections. Major content consists of eleven lesson plans, each designed for approximately one hour in length. The lesson plans cover the following four topics: the business owner, marketing, personnel management, and financial management. Vocabulary study sheets, concept study sheets, and supplementary materials designed to accompany each of the four major topics are also included. (BM)

ED 147 560 CE 013 891

Vetter, Louise. And Others

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—77

Contract—NE-C-00-3-0079

Note—72p.; Not available in hard copy due to marginal reproducibility of original document

Available from—National Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$4.-50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, *Career Choice, *Career Education, Discriminatory Attitudes (Social), Educational Change, Educational Responsibility, Elementary Secondary Education, Employment Patterns, Employment Trends, *Equal Opportunities (Jobs), Nondiscriminatory Education, Occupational Guidance, Parent Attitudes, Parent Influence, *Parent Role, Resource Materials, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes, Working Women

How children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it are discussed in this handbook. The myths and realities of women in the work force are reviewed in the introduction. The first section, "Take A Look At Women's Work," discusses the pattern of employment that exists for women in America; the third and fourth discuss why women as a group are confined to lower-level occupations and how the differential treatment of children on the basis of sex teaches

boys and girls stereotyped behavior that limits their career choices. The next section describes how counselors, teachers, administrators, and educational materials tend to reinforce the idea that proper behavior for girls differs from that for boys. The remaining sections of the handbook list questions on sex stereotyping for discussion; among them are questions about career planning that can be discussed with children. Questions are included about the operation of schools to guide analysis of the prevalence of sex stereotyping as a school practice. Activities for parents in the home and community are suggested. A bibliography of books, pamphlets, and magazines that include additional information on topics discussed is provided. (TA)

ED 147 561 CE 013 901

Williams, David L.

A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Pub Date—77

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Agricultural Education, Educational Research, Farm Occupations, Field Experience Programs, High School Students, Job Skills, *Program Development, Program Evaluation, Program Improvement, Senior High Schools, Skill Development, *Student Attitudes, *Student Characteristics, Student Experience, Student Opinion, *Supervised Farm Practice, *Vocational Agriculture, *Vocational Development

Identifiers—Iowa

This report reviews activities of a research project having the following objectives: identify selected personal characteristics of Iowa vocational agriculture students; determine how important students thought their vocational agriculture supervised occupation experience (SOE) was in developing occupational abilities; and determine how important students thought selected factors were in developing their SOE. The list of thirty-eight occupational abilities studied are presented, as well as a list of eighteen factors studied. A twenty-eight-page review of literature is presented first, followed by a description of the methodology for sampling, data collection (three-part questionnaire administered to a statewide sample of 300 senior high school students), and analysis of data. Findings are outlined in three sections: (1) personal characteristics of students in terms of types of SOE of students, occupational plans, educational plans, home locations of students, and years of vocational agriculture; (2) importance of developing occupational abilities; and (3) importance of factors in developing SOE. Sections 2 and 3 describe data analysis in terms of last type of SOE, occupational plans, educational plans, and home location. Conclusions are presented and recommendations include the following: The type of occupational abilities a student desires to develop should be considered in developing an SOE program, and instructors should include in their program of study instruction on selecting, planning, and conducting SOE for beginning vocational agriculture students. (BL)

ED 147 562 CE 013 902

Byler, Bennie L. Williams, David L.

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—Oct 77

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agricultural Education, *Area Vocational Schools, Community Colleges, Cooperative Planning, Curriculum Planning, Educational Coordination, Educational Research, Group Activities, Interagency Cooperation, *Interagency Planning, Intercommunication, *Interinstitutional Cooperation, Post Secondary Education, *Secondary Schools, State Surveys, Teacher Attitudes, Vocational Agriculture Teachers

Identifiers—Iowa

A study on the needs for articulation between Iowa secondary and postsecondary vocational agriculture programs was done (1) to determine the importance of selected activities in promoting articulation, (2) to determine the extent that these activities have been implemented, and (3) to identify priority articulation activities. A questionnaire was developed which included forty-five articulation activities and required that each activity be rated as to its importance in articulation and level of implementation. Utilizing this questionnaire, 222 Iowa secondary and 44 postsecondary agricultural educators attending a state conference were surveyed. The findings included the following: (1) that periodic revision of the agriculture curriculum to keep current with changing technology should be a priority activity, (2) that postsecondary school instructors are more concerned than high school instructors about conducting activities which promote articulation, and (3) that postsecondary school instructors perceive that articulation activities are being conducted to a greater extent than the level of activity perceived by high school instructors, and that all forty-five activities were important but the greatest articulation needs concern activities relating to program entrance and exit, communication, and career guidance and counseling. (Guidelines for improving articulation between secondary and postsecondary programs in agriculture and the questionnaire are appended.) (EM)

ED 147 564 CE 013 912

Weitz, Anna D.

Eradicating Sexism in Vocational Education. Final Report.

Williamsport Area Community Coll., Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—21 Nov 77

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Colleges, *Counseling Services, Discriminatory Attitudes (Social), Educational Improvement, Enrollment, *Equal Opportunities (Jobs), Instructional Materials, *Post Secondary Education, Program Evaluation, Research, *Sex Discrimination, *Sex Stereotypes, Staff Improvement, Surveys, *Vocational Education

Identifiers—Williamsport Area Community College PA

A project was conducted to identify the nature and extent of sex role stereotyping in the Williamsport Area Community College. Using examination methods which could be replicated by other institutions, the project documented instances of sex role stereotyping in college procedures and materials which can affect students' career and educational options. The study was guided by the following objectives: conduct an institutional self-assessment to determine to what extent the college contributes to sex stereotyping in counseling and institutional activities; assess counseling, instructional, and career-related materials used by the college to determine the extent that material contributes to sex stereotyping; and conduct inservice seminars for instructional and counseling personnel on various aspects of sexism and ways to reduce or eliminate real or artificial barriers. Project activities included the following: compiled background information on sex

stereotyping and bias in vocational education and the labor market; developed, administered, and analyzed results of an attitudinal survey administered to students and faculty on sex stereotyped beliefs; and reviewed each academic division to determine if any program or activity included factors which contribute to sex role stereotyping. (In this report, project recommendations are presented in the areas of recruitment and admissions, special courses and programs, staff and student development, career development and placement, facilities, support for nontraditional students, and administrative procedures) (BM)

ED 147 565 CE 013 914

Brantner, Seymour T. Burrell, Linell, Jr.
Competency Profile of Vocational Administrators.
Vocational-Technical Education Research Report. Volume 15, Number 13.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date—Nov 77

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Attitudes, Administrator Characteristics, Administrator Responsibility, *Administrator Role, Area Vocational Schools, Educational Administration, Educational Needs, Educational Planning, Educational Research, Inservice Education, Job Skills, Leadership Training, *Management, Measurement Instruments, Performance Criteria, Preservice Education, *Professional Training, *Program Planning, Self Evaluation, *Vocational Directors, Vocational Education Identifiers—Pennsylvania

In a study of self-evaluated levels of competence of area vocational-technical school directors in Pennsylvania, the two areas of planning and leadership management were investigated plus the method of training with which skills in these two areas should be developed in future administrators. An evaluative instrument was developed and mailed to 75 directors of area vocational-technical schools in Pennsylvania. Information from the 64% of the sample responding was analyzed by computer. The findings revealed that administrators utilized 67% of their time in management activities and 33% in planning activities but felt that the ratio of time spent on these two activities should be equivalent. "Coordinating activities of the staff" was the task performed with the most confidence; "preparing a student bill of rights" and "updating student's role in decision making" were performed with the least confidence. Overall, planning activities were performed with less confidence than management activities. "Meeting the community's needs in job placement" was the activity that most administrators performed with competence. The lowest overall competence was "coordinating activities of the non-professional staff." Finance was the only area that administrators felt their performance with confidence and competence were equal. Finally, inservice training was felt to be the most effective method of training. (BM)

ED 147 566 CE 013 918

Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.

Maine School Administrative District 51, Cumberland Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—17 Oct 77

Contract—G310-76-0050

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, Attitudes, Basic Skills, *Career Education, *Educational Alternatives, Learning Experience, Parent Attitudes, Program Descriptions, Program

Effectiveness, Program Evaluation, School Community Cooperation, Senior High Schools, Student Attitudes, Student Evaluation, *Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Maine

The first-year activities of a project designed to implement the Experience Based Career Education (EBCE) program developed by the Appalachia Educational Laboratory at Greely High School, Maine School Administrative District #51 are described. Assessment of student outcomes used a pre-posttest design with one experimental group consisting of twenty-eight students participating in the Cumberland EBCE program (CEB) at Greely High School, and two comparison groups from neighboring Yarmouth High School. Through the use of standardized tests it was demonstrated that there are no deleterious effects on student academic performance from participation in the program. There were no ascertainable differences between the CEB students and students in comparison groups in obtaining career education knowledge, attitudes, and skills which can be clearly attributed to participation in CEB. Based on questionnaire and interview data, the project's efforts received the endorsement of its enrollees with ten of the fourteen eligible 1977 participants re-enrolling and four returning to traditional classrooms. Of the parents of enrolled students, ninety-four percent indicated that EBCE is a worthwhile program. (Appendixes include third-party evaluation plan, site visit reports, and a workshop feedback form.) (TA)

ED 147 567 CE 013 922

Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report.

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—150p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Communication Skills, *Employer Attitudes, Graduates, Graduate Surveys, Language Skills, Listening Skills, Post Secondary Education, Reading Skills, Service Occupations, Speech Skills, Surveys, *Technical Education, Technical Occupations, Trade and Industrial Education, Verbal Communication, *Vocational Education, Writing Skills

Procedures and results of a project to develop and verify a list of communication skills that students in postsecondary vocational technical institutes should possess upon graduation are presented in this report. A list of forty-six competencies was developed and sent to 765 vocational technical adult education (VTAE) graduates and 740 employers of VTAE graduates for evaluation. Respondents represented eleven different industrial and service education program areas. Approximately 37% of the employers and 50% of the graduates responded. (Results are presented in fifty-eight pages of tables which show the rank order and mean response for each of the forty-six competencies determined by both the graduates and the employers. Included in the forty-five-page appendix are questionnaires, employer comments, and a listing of communication skills and tasks under headings of speaking, reading, writing, listening, and miscellaneous.) (BL)

ED 147 568

CE 013 923

DiGise, Joe

Readings in the Automotive Trade.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Nov 77

Note—79p.; Several photographs may not reproduce well

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Auto Mechanics (Occupation), Guides, High School Students, *Learning Activities, *Reading Comprehension, Reading Development, Reading Improvement, Secondary Education, *Skill Development, Student Motivation, Supplementary Reading Materials, *Vocabulary Development, Vocational Education Designed for reluctant readers in vocational high school, this selection of readings emphasizes general information about the automotive trade. Articles have been selected from a variety of auto magazines and trade journals. Each article is followed by an assortment of exercises designed to enable the student to further develop vocabulary and comprehension skills. Titles of some of the articles follow: "What Are Autos Made Of?" "Where Have All the Hot Cars Gone?" "Automatic Transmissions: Just What the Wankel Needed," "Great Moments in Motoring History," and "Is There a Three-Wheeler in Your Future?" (SH)

ED 147 569

CE 013 924

Livesey, Dennis W.

Exploring Small Animal Care. Teacher's Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—117p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Animal Caretakers, Animal Facilities, *Animal Science, *Behavioral Objectives, Curriculum Guides, *Disease Control, Equipment, *Job Skills, *Office Management, Physical Characteristics, Sanitation, Secondary Education, Skill Development, Teaching Guides, Units of Study, Vocational Education

Identifiers—Cats, Dogs

This course guide in small animal care is designed to give students seeking employment in veterinary hospitals, kennels, or pet shops an opportunity to (1) develop basic skills in small animal handling, sanitation of housing, and nutrition, (2) acquire skills in dog and cat grooming, including shop operation, (3) develop attitudes which contribute to successful animal care and client rapport, (4) make use of various reference texts and other materials, and (5) establish correct safety habits. It is suggested that the course be presented three hours a day, five days a week for eight weeks. Following introductory material on job outlook and opportunities in the small animal care field, the guide includes six units: Basic Skills, Office Techniques, Kennel Operations, Animal Handling and Restraining, Grooming, and Technical Skills. The units are composed of from four to ten lessons, with each lesson including a lesson title, behavioral objective and corresponding teacher activity, student activity, estimated time, and, where applicable, related theory and concepts and visual aids. Supplementary diagrams and illustrations are included throughout the guide. (SH)

ED 147 570

CE 013 925

Campbell, Mary Jane

Monster Math.

Rutgers, The State Univ., New Brunswick, N.J.
Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Nov 77

Note—140p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.00 plus postage)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Addition, Arithmetic, Arithmetic Curriculum, Curriculum Guides, *Learning Activities, Mathematics Curriculum, Primary Education, *Puzzles, *Subtraction

Using drawings of various monsters to explain and enhance the learning activities, this arithmetic/mathematics curriculum guide begins with exercises requiring basic number identification. The remainder of the guide includes over one hundred addition and subtraction activities including crossword puzzles, maps, and number matching. (SH)

ED 147 571

CE 013 926

Jones, Joan, Ed. And Others

Increasing the Impact of Innovative Projects.
Conference Proceedings. Leadership Training Series No. 51.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—77

Contract—OH-V-N-O

Note—86p.; For a related document see CE 013 927

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Agencies, Community Involvement, Cooperative Education, Delivery Systems, *Demonstration Projects, *Diffusion, *Educational Accountability, *Educational Innovation, Educational Strategies, Employment Problems, Federal Aid, Federal Government, Federal Legislation, *Information Dissemination, Information Needs, Information Networks, Information Utilization, National Programs, Program Effectiveness, State Agencies, State Programs, Teacher Educators, Teacher Role, Vocational Development, *Vocational Education, Youth Employment

Identifiers—Florida, Illinois, Vocational Education Amendments 1976

Objectives of the conference presented in these proceedings were to (1) clarify and describe part D (Vocational Education Amendments of 1976) exemplary project anticipated results, (2) discuss dissemination strategies for implementing these results, and (3) develop state and local strategies for encouraging the spread of these results from one site to another. Major content consists of conference papers covering the following topics: changes in the future for experiential learning, implementing experiential learning, Illinois' approach to linking research and development with dissemination, factors in the dissemination of part D innovations, using state and regional agencies in Florida to implement innovations, the role of teacher educators in the dissemination of part D projects, dissemination-magnifying the research and development dollar, strategies for the national dissemination of project results, and research and development implications in the legislation for state and national programs. (BL)

ED 147 576

CE 013 954

Sparks, Doug

A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Oct 77

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cost Effectiveness, *Educational Accountability, Employer Attitudes, Employment Opportunities, *Followup Studies, Graduates, Graduate Surveys, High School Graduates, Income, Job Placement, Literature Reviews, National Surveys, Post Secondary Education, Program Attitudes, *Program Effectiveness, Program Evaluation, *Research Problems, *Research Projects, School Surveys, Secondary Education, State Surveys, Student Attitudes, Synthesis, *Vocational Education, Vocational Followup

This study discusses the contention that since vocational education costs more per pupil on the average than academic or general education, it should yield greater benefits to its students. Focus is on examining pitfalls inherent in this approach/content and synthesizing recent research materials which reflect the benefits of vocational education. After briefly describing the methodology (which included examining relevant materials ranging from the 1970s to the present, reviewing planning staff evaluation files at the Bureau of Occupational and Adult Education (DHEW), and gathering information through contacting persons in organizations familiar with vocational research), major content focuses on research reports in the following areas: the problem of conflicting objectives and expectancies for vocational education, overlooked miscellaneous benefits of vocational education, national studies focusing on vocational followup, postsecondary status of vocational graduates, economic value of vocational education, and satisfaction values. Some of the conclusions noted as a result of the study follow: (1) Vocational graduates are doing as well as, and often better than, graduates of other curriculums, (2) perhaps the most overlooked accomplishment of vocational education stems from its assistance to important segments of society that might not be adequately served by academic or general education, and (3) vocational education is held to higher effectiveness standards than academic and general education. (SH)

ED 147 593

CE 014 033

Studebaker, Diana P. Banathy, Bela H.

The Native American Career Education Project. A Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—112p.; For related documents see CE 014 033-047

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*American Indians, Bilingual Education, Career Awareness, *Career Education, Career Exploration, Cultural Education, *Curriculum Development, Educational Needs, Educational Objectives, Educational Research, *Fused Curriculum, Grade 7, Grade 8, Grade 9, Inservice Teacher Education, Junior High Schools, Junior High School Students, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Student Evaluation

A project was conducted during 1974-76 to help meet the career awareness, orientation, and exploration needs of Native American youth in grades 7, 8, and 9. Activities included gathering information on Native American career education needs and surveying existing career education materials. Based on that information, twelve instructional units were de-

signed and developed. Pilot testing took place in urban, semi-rural, and rural settings in California, Nevada, Arizona, and South Dakota; a third-party evaluation was conducted. Findings and recommendations include the following: (1) Native American tribes, parents, and students concerned perceive a need for career education; (2) materials written for Indian junior high school students should allow for poor language skills and should be relevant to students' cultural background; (3) the program tends to improve student ability in working with groups; (4) involvement in the program can give students an appreciation of their own culture, motivate participation in class activities, and broaden understanding of careers; (5) for optimal effectiveness, units should be integrated into the junior high school curriculum for its full three years; (6) the development of a training program for teachers and others involved in the program is strongly recommended; and (7) development of similar units for students in elementary and senior high schools is recommended. (Appendixes contain project materials and analyses of pre-posttest scores. The twelve instructional units are each available separately.) (TA)

ED 147 594

CE 014 034

Schaulis, Sandra And Others

Native American Career Education Project. State of the Art Study.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—184p.; For related documents see CE 014 033-047

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*American Indians, Bilingual Education, *Career Education, Community Involvement, Cultural Education, *Curriculum Development, Educational Needs, Educational Research, *Educational Strategies, Elementary Secondary Education, *Instructional Materials, Literature Reviews, *Program Descriptions, Program Development, Resource Materials, State of the Art Reviews, Vocational Development

One of three major products (state of the art study, curriculum guide, and twelve instructional units) of the Native American Career Education (NACE) project, this report contains a review of current career education literature and materials which provide information or models useful in developing career education for Native American students. In part 1, materials and programs with concurrent approaches to career education are grouped alphabetically in twelve general sections. These are philosophical statements and guidelines for development and implementation of career education programs; self-concepts as the cornerstone; value patterns among sixth, eighth, and eleventh grade students; guidance approaches; combined approaches; approaches at the elementary school level; field test results; national study of student career development; exemplary programs; community control for career education development; methodology; and instructional materials and units. Part 2 provides an overview of the most significant concerns and issues in Native American education (bilingual education and cultural awareness), and includes reports on curriculum programs and materials being developed by Native Americans in career education and other subject areas, and materials for teachers of Native American students. Reviewed curriculum materials and programs are described and analyzed in outline form indicating title, author, publication data, intended users, stated or inferred goals, content, activities, use of materials, relevance to NACE project, and an excerpt from the materials or program. (TA)

ED 147 595

CE 014 035

Banathy, Bela H. Studebaker, Diana, P.
Native American Career Education. A Curriculum Guide.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—113p.; For related documents see CE 014 033-047

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*American Indians, Career Awareness, *Career Education, Career Exploration, Cultural Education, Curriculum Guides, *Educational Strategies, Ethnic Groups, *Fused Curriculum, Instructional Materials, Junior High Schools, *Program Administration, Program Descriptions, Program Development, Program Guides, Resource Materials, School Community Cooperation, Teaching Guides, Teaching Methods

Intended for use by teachers, administrators, community people, and others involved in or considering involvement in the Native American Career Education (NACE) program, this guide serves as an introduction, overview, and resource for the junior high school program as a whole. There are eight chapters. In chapter 1, career education as a discipline in American education and the theoretical bases of the NACE program are discussed. Chapter 2 presents program goals and defines the concepts of career awareness, orientation, and exploration. Chapter 3 summarizes the content of the instructional units; discusses unifying concepts such as cultural relevance and career clusters; and describes sequencing alternatives and unit format. Chapter 4 presents information on traditional Indian teaching methods, the Indian as learner, and appropriate instructional strategies. In chapter 5 various implementation strategies are described, and problems of scheduling, using available space, and finding and using additional resources are considered. Chapter 6 discusses how to adapt the program to a given geographical and cultural setting and how to make use of community resources. Chapter 7 discusses the program as model. Chapter 8 presents a bibliography of basic resources for use with the program. The guide also contains a reference list, a teacher orientation workshop outline, and a sample of a community information booklet. (Each of the twelve instructional units is available separately.) (TA)

ED 147 596

CE 014 036

Native American Career Education Unit. Part of the Whole World.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—127p.; Pages 47-53 (a reading in Activity 3) have been removed because of copyright. For related documents see CE 014 033-047

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*American Indians, Career Awareness, *Career Education, *Community Involvement, Cultural Education, Curriculum Guides, Educational Objectives, Ethnic Groups, Fused Curriculum, *Group Relations, Health Education, Instructional Materials, Interpersonal Competence, Junior High Schools, *Learning Activities, Resource Materials, Secondary Education, Skill Development, *Social Studies Units, Student Evaluation

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to make Native American junior high school students aware of cooperative skills and of the cultural and economic context within which careers exist. Focus is on the subject areas of social development and health. The activities contained in

the unit are titled as follows: You and Your Community, Native American Culture, How Native Americans Have Helped America Grow, How Have Different Ethnic Groups Helped America Grow? Looking at Parts of the World, and Part of the Universe. Each activity includes objectives, suggested teaching procedures, and student exercises, e.g. readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included along with an answer key. (A guide for the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 597

CE 014 037

Native American Career Education Unit. Cooperation.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—98p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, Career Awareness, *Career Education, Conflict Resolution, Cultural Education, Curriculum Guides, Decision Making, Educational Objectives, Ethnic Groups, Fused Curriculum, *Group Relations, Health Education, Instructional Materials, Interpersonal Competence, Junior High Schools, *Learning Activities, Problem Solving, Resource Materials, Secondary Education, Skill Development, *Social Studies Units, Student Evaluation, Values

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students develop cooperative group interaction skills, particularly those needed to resolve group conflicts, and to realize the importance of understanding values. Focus is on the subject areas of social development and health. The six activities contained in the unit deal with the importance of group cooperation, the general nature of conflict, the importance of resolving group conflicts, the nature and cause of five kinds of group conflicts, the importance of values in the problem-solving or decision-making process, and the importance of cooperative interaction skills. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 598

CE 014 038

Native American Career Education Unit. From Idea to Product.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—123p.; For related documents see CE 014 033-047; Parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*American Indians, Career Awareness, *Career Education, Cultural Education, Curriculum Guides, *Economic Education, Educational Objectives, Ethnic Groups, Fused Curriculum, Industry, Instructional Materials, Junior High Schools, *Learning Activities, *Lumber Industry, Manufacturing, Occupational Information, Resource Materials, Secondary Education, Skill Development, Student Evaluation, Vocational Development, *Woodworking

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand the steps involved in making a product. Focus is on the subject areas of economics, lumber and furniture industries, and woodworking. The first two activities concern the nature of symbol systems, and how to read and construct a chart which breaks a task into steps and shows the relationship between steps. The third activity features a story about the construction of a cradleboard by a Navajo man as the basis for identifying steps in production by a single person. In the fourth and fifth activities, the production of an item in a technological setting is followed and the steps of production and occupations involved are analyzed. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. The activities include several exercises which consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 599

CE 014 039

Native American Career Education Unit. The Community.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—91p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*American Indians, Career Awareness, *Career Education, Community Development, Community Involvement, *Community Role, Cultural Education, Curriculum Guides, *Economic Education, Educational Objectives, Ethnic Groups, Fused Curriculum, *History, Industry, Instructional Materials, Junior High Schools, *Learning Activities, Local Government, Local History, Resource Materials, Secondary Education, Simulation, Skill Development, *Social Studies Units, Student Evaluation

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand the economic structure of their own community, similarities and differences between it and the economies of traditional Indian communities, and the implications of adding a new industry to the economy of a community through a simulation exercise. The unit includes four activities focusing on the subject areas of economics, history, and government. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Exercises for students consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials

may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 600 **CE 014 040**
Native American Career Education Unit. The Community in Transition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—204p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—American Indian Culture, *American Indians, Career Awareness, *Career Education, *Community Development, Community Involvement, Community Role, *Cultural Background, Cultural Education, Curriculum Guides, Economic Education, Educational Objectives, Ethnic Groups, Fused Curriculum, Geography Instruction, Industry, Instructional Materials, Junior High Schools, *Learning Activities, Local History, Resource Materials, Secondary Education, Secondary School Mathematics, Skill Development, Social Change, *Social Studies Units, Student Evaluation, Transportation

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand some of the principles which govern cultural change and to show how it is possible to adapt to change while retaining essential cultural elements. The five activities in the unit include reading, mapwork, games, and a community planning exercise to focus on differences and similarities in the ways in which basic needs are met at different periods in a culture's history and on the corresponding effects on lifestyles, roles, and careers within the culture. Related subject areas are history, geography, mathematics, transportation, and industry. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 601 **CE 014 041**
Native American Career Education Unit. Putting Your Money to Work.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—151p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*American Indians, Banking, *Business Education, Business Subjects, *Career Education, Cultural Education, Curriculum Guides, Educational Objectives, Ethnic Groups, *Family Management, Fused Curriculum, Instructional Materials, Junior High Schools, *Learning Activities, *Money Management, Resource Materials, Secondary Education, Secondary School Mathematics, Skill Development, Student Evaluation
 One of twelve instructional units in the Native

American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand how to manage money resources, both on a personal level and in the world of work. In five activities, students do exercises and small group activities in which they consider how money is used, practice check-writing and balancing a family budget, learn about the use and movement of cash, stock and other assets in a small business, learn about the process of applying for a loan, and learn about some careers which involve managing money. Related subject areas are mathematics, business, and banking. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is available separately—CE 014 035.)

ED 147 602 **CE 014 042**
Native American Career Education Unit. Living with the Land.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—189p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*American Indians, *Biological Sciences, *Career Education, Conservation (Environment), Cultural Education, Curriculum Guides, *Ecology, Educational Objectives, *Environmental Education, Ethnic Groups, Fused Curriculum, Instructional Materials, Junior High Schools, *Learning Activities, Occupational Information, Resource Materials, Secondary Education, Skill Development, Student Evaluation

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand concepts involved in the management of natural resources, especially as they relate to traditional Indian values; understand the relationship between basic needs, resources, and waste disposal methods; and become familiar with occupations in the area of environmental and natural resource management. The six activities deal with the related subject areas of life sciences, ecology, and careers in these areas. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 603 **CE 014 043**
Native American Career Education Unit. Working for the People.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—162p.; For related documents see CE 014 033-047; Some parts of the document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—American Government (Course), *American Indians, *Career Education, Community Agencies (Public), Cultural Education, Curriculum Guides, Educational Objectives, Ethnic Groups, Fused Curriculum, *Government (Administrative Body), *Government Role, Instructional Materials, Junior High Schools, *Learning Activities, Occupational Information, *Public Service Occupations, Resource Materials, Secondary Education, Skill Development, *Social Studies Units, Student Evaluation

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students understand the basic functions performed by government for the community and the need areas it addresses; to help them understand the organization and activities of federal, state, local, and tribal governments and volunteer organizations; and to introduce them to public service and some of the careers it includes. An on-going activity, in addition to four other activities, is the preparation of a display of newspaper articles featuring government and public service. Related subject areas are government, public service careers, and social studies. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available—CE 014 043.) (TA)

ED 147 604 **CE 014 044**
Native American Career Education Unit. Planning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—108p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*American Indians, Art Activities, Career Choice, *Career Education, *Career Planning, Composition (Literary), Cultural Education, Curriculum Guides, *Decision Making Skills, Educational Objectives, Ethnic Groups, Fused Curriculum, Instructional Materials, Junior High Schools, *Learning Activities, Planning, Resource Materials, Secondary Education, Secondary School Mathematics, Skill Development, Student Evaluation

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to introduce Indian junior high school students to the concept of planning and help them see its relevance and importance to their daily lives, their group work, and their possible career choices. In six activities, students practice planning, learn to plan better by using a five-step process, overcome obstacles to a plan, and plan and make decisions as a group. Related subject areas are composition, mathematics, and art. During the unit, students are asked to keep a journal of their reactions and ideas. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each ac-

tivity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 605 **CE 014 045**

Native American Career Education Unit. Putting It All Together.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—127p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*American Indians, Career Choice, *Career Education, Career Planning, Cluster Grouping, Cultural Education, Curriculum Guides, Economic Education, Educational Objectives, Ethnic Groups, Fused Curriculum, Instructional Materials, Junior High Schools, *Learning Activities, *Occupational Clusters, Occupational Information, Resource Materials, Secondary Education, Skill Development, Social Development, Student Evaluation, *Vocational Development, Vocational Interests

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to introduce Indian junior high school students to the idea that in both traditional and contemporary societies, careers can be divided into clusters according to common features in the jobs performed. In six activities students consider how their own interests, values, and aptitudes might affect career choice; see how people with different jobs and interests work together to create a product; and study similarities and differences in values and job types in traditional and contemporary societies. Related subject areas are social development and economics. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 606 **CE 014 046**

Native American Career Education Unit. Getting Ready for Jobs.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—131p.; For related documents see CE 014 033-047; Some parts of document may be marginally legible due to light type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*American Indians, Career Choice, *Career Education, *Career Exploration, Composition (Literary), Curriculum Guides, Educational Objectives, *Employment Qualifications, Fused Curriculum, Junior High Schools, *Learning Activities, Occupational Clusters, *Occupational Information, Resource Materials, Secondary Education, Secondary School Mathematics, Social Studies Units

One of twelve instructional units in the Native

American Career Education (NACE) program, this unit is intended to acquaint Indian junior high school students with educational and training requirements for different jobs and provide enough data so that students can extrapolate the general requirements for different types of jobs. The four activities involve the related subject areas of English/composition, mathematics, and social studies. In the unit, students play games and solve a picture puzzle by reading and manipulating data on educational and training requirements for different jobs, study want ads in real and imaginary newspapers, match given jobs with characteristics and skills of real or imaginary people, and consider mid-career decisions and how personal values and emotional needs can affect such decisions. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available—CE 014 035.) (TA)

ED 147 607 **CE 014 047**

Native American Career Education Unit. The Career Fair.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—52p.; For related documents see CE 014 033-047

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American Indians, Art Activities, *Career Education, Cultural Education, Curriculum Guides, Decision Making Skills, Educational Objectives, Ethnic Groups, *Expositions, Fused Curriculum, Group Activities, Instructional Materials, Junior High Schools, *Learning Activities, Occupational Information, *Program Planning, Resource Materials, Secondary Education, *Skill Development, Student Evaluation

One of the twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students review and apply the knowledge which they have gained in the preceding eleven units. In three activities students consider and discuss general concepts dealt with in previous units, do research on careers that interest them, and prepare and give a career fair. Components involved in planning, preparing, conducting, and evaluating a career fair include individual and group research, group planning, decision making, and cooperation, use of individual artistic, literary, and other skills in creating exhibits on particular jobs, and student evaluation of their work through observations and a questionnaire completed by visitors. Related subject areas are English/language arts, arts and crafts, and library skills. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide to the whole twelve-unit program is also available.) (TA)

ED 147 608

CE 014 059

Bragg, Jack M., Comp. Hunter, Wallace D., Comp. A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding, Revised.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education; Vocational Technical Consortium of States, Atlanta, Ga.

Pub Date—77

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Metal Working Occupations, Performance Based Education, Performance Criteria, Performance Factors, Secondary Education, *Task Performance, Teaching Guides, *Trade and Industrial Education, *Welding

Identifiers—South Carolina

This V-TECS (Vocational-Technical Education Consortium of States) catalog was revised for use by South Carolina instructors in organizing or supplementing their curriculum guides for welding instruction. Contents include performance objectives and criterion referenced measures associated with current occupational information relating to the job content of combination welding. Each performance objective contains the following elements: (1) the condition under which the student will perform the objective, (2) the performance required of the student after instruction has taken place, and (3) a job-relevant standard for measuring successful performance of the objective. The criterion referenced measures are items designed to test student achievement of the performance objectives and are test situations which instruct the student to perform a certain action. The performance guides which accompany most of the objectives and measures are procedural steps identified as subordinate to task performance. They may require slight modification. Only one performance guide is given per item, though there may be several ways to approach the objective. An equipment and tool listing showing the numbers and percentages of workers using each piece of equipment is appended, as well as a list of references used to document the sources of the standards for the objectives, and a state-of-the-art survey. (BL)

ED 147 611

CE 014 070

Humphrey, Melvin

Women: The Path to Equal Employment. Research Report No. 56.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—287p.; Not available in hard copy due to marginal legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Black Employment, Economic Disadvantage, Employment Level, Employment Patterns, Employment Projections, *Employment Statistics, *Employment Trends, *Equal Opportunities (Jobs), Females, Government Role, Income, National Surveys, Occupational Surveys, Occupations, Racial Discrimination, Salaries, *Sex Discrimination, Tables (Data), *Working Women

A study of female employment in the private sector between 1966 and 1975 was done (1) to measure the progress of women toward fair-share goals in level of employment, job quality, and salary level and (2) to project when employment gaps will close. The data utilized was reported by those employers who are required to and did file Employer Information Reports with the Equal Employment Opportunity Commission. There were fourteen conclusions, including the following: (1) The continued existence of employment gaps in the observed job categories implies that women workers

are still adversely affected by employment discrimination, (2) there was some improvement in the female employment level and a reduction in the overall level of employment gap, (3) women workers were treated differently from white males and were under-utilized in each of the traditionally non-female job categories, (4) the economic impact of employment discrimination increased, (5) the employment gaps for females are not due to any shortages of qualified or qualifiable women, (6) it will be some time in the twenty-first century or longer before all of the employment gaps will close, and (7) the Equal Employment Opportunity Commission has directly impacted on the employment position of women in every job category except officials/managers and craft workers. (Over half of the report consists of the appendixes including 148 tables.) (EM)

ED 147 612

CE 014 074

Jezierski, Kathleen, Ed.

Resources in Vocational Education. Volume 10. Number 6.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately 225 document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institutional source indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains twenty-four resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

ED 147 613

CE 014 090

A World of Choice—Careers and You. Teacher's Guide.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—[77]

Note—95p.; For related documents, see CE 014 090-092 and CE 014 121-122

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Exploration, Career Planning, Individual Characteristics, Junior High Schools, *Learning Activities, Middle Schools, *Occupational Clusters, Personality, *Self Evaluation, *Vocational Development, Vocational Interests, Workbooks, Work Environment Identifiers—Virginia

Designed for a 90- or 180-day middle/junior high

school career orientation course, this teacher's guide and the accompanying student activity manual focus on how personal needs can be met in the career world. Course goals listed are as follows: (1) to increase understanding of self by helping students analyze personal interests, abilities, values, and needs relative to their life roles, (2) to become aware of work styles (the ways in which people work) and how they are related to the personality characteristics, (3) to provide orientation to the fifteen U.S. Office of Education occupational clusters and their relationship to work modes, and (4) to provide opportunities for the synthesis of self, work styles, and cluster interests relative to the selection of career-related experiences both in and out of school. The guide provides a purpose for each of fifty-one student activities, quotes a portion of the student's introductory and summary material, suggests evaluation guidelines, offers advice on instructional procedure, and lists the materials and time required. Framework for the course is based on six work modes or styles (mechanical, conventional, enterprising, social, investigative, and creative) and on the fifteen USOE occupational clusters. Student activities are designed to provide wide flexibility in student participation including individual and group work. Most include some cognitive material and many are psychomotor in nature. (JT)

ED 147 614

CE 014 091

A World of Choice—Careers and You. Student Workbook.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—[77]

Note—246p.; For related documents see CE 014 090-092 and CE 014 121-122

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Career Exploration, Career Planning, Curriculum Guides, Individual Characteristics, Junior High Schools, *Learning Activities, Middle Schools, *Occupational Clusters, Personality, *Self Evaluation, *Vocational Development, Vocational Interests, Work Environment Identifiers—Virginia

Designed for a 90- or 180-day middle/junior high school career orientation course, this student activity book and the accompanying teacher's guide focus on how personal needs can be met in the career world. Course goals listed are as follows: (1) to increase understanding of self by helping students analyze personal interests, abilities, values, and needs relative to their life roles, (2) to become aware of work styles (the ways in which people work) and how they are related to the personality characteristics, (3) to provide orientation to the fifteen U.S. Office of Education occupational clusters and their relationship to work modes, and (4) to provide opportunities for the synthesis of self, work styles, and cluster interests relative to the selection of career-related experiences both in and out of school. Each of the fifty-one lessons contains some cognitive material (readings, notes, etc.) and one or more tasks (learning activities) providing a wide range of flexibility in student participation including individual and group work. Some include written exercises. Many are psychomotor in nature. Framework for the course is based on six work modes or styles (mechanical, conventional, enterprising, social, investigative, and creative) and on the fifteen USOE occupational clusters. Appended are a list of vocabulary words identified in the various lessons, a glossary, lists of 4-H activities, Scout badges, and hobbies, a list of reading resources, and other sources of occupational information. (JT)

ED 147 615

CE 014 092

Ressler, Ralph, And Others

A Rationale and Structure for "A World of Choice: Careers and You."

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—15 Mar 75

Note—115p.; For related documents, see CE 014 090-092 and CE 014 121-122

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Career Education, *Career Exploration, *Career Planning, *Curriculum Design, Curriculum Development, Educational History, *Educational Philosophy, Individual Characteristics, Junior High Schools, Junior High School Students, Middle Schools, Occupational Clusters, Personality, Self Actualization, Self Evaluation, State Programs, *Vocational Development, Vocational Interests

Identifiers—Virginia

The career education movement, its roots dating back to the early sixties, has brought concern for career development to public attention. Theories of occupational choice and career development have been postulated by occupational psychologists since 1951 when Ginzberg did his initial work in the area. When change did come it took the form of additional transition-type experiences for youth, greater availability of exploratory courses and vocational education, and an increase of interchange between students and working people. The nature of these experiences have varied in design and effectiveness. An overview of the structure to be used in generating a true orientation course indicates a self-evaluation phase, a transitional stage related to work environments, a simulation stage aiding students to relate to both work environments and career clusters, and an educational/career planning stage whose purpose initially is short term planning, then long term planning. Opportunities to investigate a particular cluster or mode coupled with observational experiences are of utmost importance. In this manner a smooth transition is made by students who first focus upon self, then relate personality characteristics to types of work environments, identifying where such environments as seem appropriate to the individual are found among the career clusters, and finally planning those educational experiences which seem most appropriate to their career development. (References are Listed.) (JT)

ED 147 616

CE 014 093

Instructions for Completing the Vocational Education Reporting/Planning Form.

Ohio State Univ., Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—[76]

Note—43p.; For related documents see CE 013 048 and CE 014 093-096

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, Adult Education, Annual Reports, Career Awareness, Career Education, Consumer Education, *Educational Planning, Family Life Education, *Guidelines, Home Economics Education, Job Training, Models, *Program Development, *Records (Forms), Secondary Education, *Statewide Planning, Vocational Adjustment, *Vocational Education, Work Study Programs

Identifiers—Ohio

Included in this document are instructions for completing the set of reporting/planning forms developed as a statewide model for local school districts to use in vocational education planning and development in Ohio. The instructions are divided into twelve sections. Section one presents a step-by-step procedure for completing the general informa-

tion items listed as 1-116 in the model plan. The next eleven sections provide directions for completing items concerning the following objectives: career motivation; career orientation; career exploration; occupation work adjustment; job training; adult education; consumer economics and homemaking education programs for students; consumer economics and homemaking education programs for adults; home economics consumer education and family life programs for students living in culturally depressed areas; home economics consumer education and family life programs for adults living in culturally depressed areas; and work study. (Copies of the forms are included in CE 013 048. Simulation activities which can be used to help train personnel in the use of the reporting/planning forms are included in three companion documents, available separately.) (BM)

ED 147 617 CE 014 094
Information for a Vocational Education Plan.
Individual School Districts.

Ohio State Univ., Columbus.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—[76]

Note—120p.; For related documents see CE 013 048 and CE 014 093-096; Not available in hard copy due to print quality

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, Average Daily Enrollment, Career Choice, *Case Records, Data, Demography, *Educational Planning, Enrollment, Equipment, Facilities, Manpower Needs, Professional Training, Program Costs, Program Development, Records (Forms), *School Districts, Secondary Education, *Simulation, State Standards, *Statewide Planning, Student Costs, *Vocational Education, Vocational Followup
Identifiers—Ohio

Providing information for simulation activity, the materials in this document are intended to help train administrators in the utilization of a set of reporting/planning forms developed as a statewide model for local school district use in vocational education planning and development in Ohio. The information is presented in two parts: state information and information concerning school district "A", a hypothetical set of data based on an individual school district which has sufficient student capacity to plan an adequate program of vocational education. The state information section provides data concerning vocational education standards, costs per pupil in average daily membership, equipment and equipment depreciation costs, space requirements, and environmental assumptions. School district "A" information section provides hypothetical data in the following categories: student enrollment; high school vocational and adult vocational enrollments, costs per pupil in average daily membership; labor demand related to vocational education programs; percentage of graduates actually entering baccalaureate or associate degree programs; school district population; vocational choice inventory; and follow-up of seniors. (Simulated sets of data based on a contract district and a joint vocational school district are included in two companion documents—CE 014 095 and CE 014 096. Copies of the forms are in CE 013 048, and instructions for their use are in CE 014 093.) (BM)

ED 147 618 CE 014 095
Information for a Vocational Education Plan.
Contracting Districts.

Ohio State Univ., Columbus.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—[76]

Note—153p.; For related documents see CE 013

048 and CE 014 093-096; Not available in hard copy due to print quality

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, Area Vocational Schools, Average Daily Enrollment, Career Choice, *Case Records, Data, Demography, *Educational Planning, Enrollment, Equipment, Facilities, Manpower Needs, Professional Training, Program Costs, Program Development, Records (Forms), *School Districts, Secondary Education, *Simulation, State Standards, *Statewide Planning, Student Costs, *Vocational Education, Vocational Followup
Identifiers—Ohio

Providing information for simulation activity, the materials in this document are intended to help train administrators in the utilization of a set of reporting/planning forms developed as a statewide model for local school district use in vocational education planning and development in Ohio. The information is presented in two parts: state information and information concerning school district "B", a hypothetical set of data based on a contract district (a district that allows any number of school districts to contract for vocational education with a sponsoring school district which is responsible for providing an adequate program of vocational education). The state information section provides data concerning vocational education standards, costs per pupil in average daily membership, equipment and equipment depreciation costs, space requirements, and environmental assumptions. School district "B" information section provides hypothetical data, e.g., high school and adult vocational enrollments; costs per pupil in average daily membership; labor demand related to vocational education programs; school district population; percentage of graduates actually entering baccalaureate or associate degree programs; vocational choice inventory; and follow-up of students. (Simulated sets of data based on an individual school district and a joint vocational school district are included in two companion documents, CE 014 094 and CE 014 096. Copies of the forms are in the report of the model plan's development (CE 013 048), and detailed instructions for their use are in CE 014 093.) (BM)

ED 147 619 CE 014 096
Information for a Vocational Education Plan. Joint Vocational School Districts.

Ohio State Univ., Columbus.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—[76]

Note—227p.; For related documents see CE 013 048 and CE 014 093-096; Not available in hard copy due to print quality

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, *Area Vocational Schools, Average Daily Enrollment, Career Choice, *Case Records, Data, Demography, *Educational Planning, Enrollment, Equipment, Facilities, Manpower Needs, Professional Training, Program Costs, Records (Forms), School Districts, Secondary Education, *Simulation, State Standards, *Statewide Planning, Student Costs, *Vocational Education, Vocational Followup
Identifiers—Ohio

Providing information for simulation activity, the materials in this document are intended to help train administrators in the utilization of a set of reporting/planning forms developed as a statewide model for local school district use in vocational education planning and development in Ohio. The information is presented in three parts: state information, information concerning school district "C" (a set of data based on a hypothetical school district), and information concerning the joint vocational school in district "C". The state information section pro-

vides data concerning vocational education standards, costs per pupil in average daily membership, equipment and depreciation costs, space requirements, and environmental assumptions. School district "C" information section provides hypothetical data, e.g., high school and adult vocational enrollments; labor demands; school district population; percentage of graduates actually entering baccalaureate or associate degree programs; vocational choice inventory; and follow-up of students. The joint vocational school information section provides data on high school and adult vocational enrollments, costs per pupil in average daily membership, and follow-up of students. (Simulated sets of data based on an individual school district and a contract district are included in two companion documents, CE 014 094 and CE 014 095. Copies of the forms are included in the report of the model plan's development (CE 013 048), and detailed instructions for their use are in CE 014 093.) (BM)

ED 147 620 CE 014 098

Caci, William P.
A Work Experience Video Tape Satellite Project for EMR Students. Final Report.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—29 Dec 77

Note—43p.

EDRS Price MF-50.83 HC-\$2.06 Plus Postage.

Descriptors—Career Exploration, *Educable Mentally Handicapped, Instructional Materials, Lesson Plans, *Material Development, Prevocational Education, Public Relations, Student Evaluation, Teaching Methods, *Video Tape Recordings, *Vocational Education, *Work Experience Programs

A project produced and field tested a selected set of video tapes and instructional material illustrating actual student performances and job requirements while on a high school work experience program. Objectives were (1) to enhance on-the-job student performances via immediate audio and visual feedback, (2) to establish a library of realistic videotapes of students performing in local occupations and businesses, (3) to supply prevocational instructors with career awareness tools, (4) to illustrate to all interested parties the performance and degree of involvement of students in the work program, (5) both to provide prospective employers an overview of work program students and to complement the involvement of employers now involved with the program, and (6) to bolster confidence and self-esteem of students in the work program, especially educable mentally retarded (EMR) students. Portable videotape equipment was used to tape performances of students actually working on their respective jobs. Unedited tapes were shown to students for work evaluation purposes. Then tapes were edited into ten- to fifteen-minute presentations, and teacher packets of lesson plan material were developed for each. Packets and tapes were field tested at junior and senior high and college levels. The overall conclusion is that all objectives were met, with most success in objectives 3 and 6. A list of the tapes by occupation and three sample teacher packets are appended. (JT)

ED 147 621 CE 014 100

An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.

Saint Charles Parish Schools, Luling, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Contract—G61-76-00969-502

Note—164p.; Several pages of appendix C (publicity materials) may not reproduce well due to blurred type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, *Career Education, *Career Exploration, *Educational Alternatives, Learning Experience, *Occupational Guidance, Program Attitudes, Program Descriptions, Program Effectiveness, Program Validation, Resource Centers, Senior High Schools, Student Evaluation, Student Improvement, *Vocational Development, *Work Experience Programs

Identifiers—*Experience Based Career Education, Louisiana

Evaluation for a one-year period (1976-77) was conducted of the St. Charles Parish Schools (Louisiana) adaptation of the Experience Based Career Education (EBCE) prototype developed by Research for Better Schools, Inc. The EBCE program provided secondary school students with cognitive skills, career experiences, and personal perspectives which aid in selection and pursuit of adult life goals. Three components used to achieve program goals were career guidance, career development, and the academic resource center. One experimental and one control group was randomly selected, considering demographic, aspirational, and achievement characteristics. Four instruments were administered on a pre-posttest basis to measure student performance in the areas of career skills, life skills, and basic skills. Third-party evaluation results included the following: (1) In career maturity there was no evidence of significant development when the performance of the experimental and control groups was compared. These results do not support program effectiveness in the career knowledge or career maturity program components. (2) Data analysis showed some support for development in attitudes toward learning environment and in self-concept. (3) Hypotheses about growth within the experimental group in the basic skills area were proven. (Appendixes contain project materials and the third-party evaluation report.) (TA)

ED 147 622 CE 014 103

Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.

Far West Lab. for Educational Research and Development, San Francisco, Calif./Las Cruces School District, N. Mex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 77

Contract—G61-76-00965-502

Note—110p; A copyrighted student attitude survey (appendix C) and confidential student information were removed. Several pages of appendix F (Parent Opinion Survey) will not reproduce well due to faint and broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Business, *Career Exploration, *Cooperative Programs, *Educational Alternatives, Employer Attitudes, Individual Development, Parent Attitudes, *Program Effectiveness, Program Validation, *School Community Cooperation, Senior High Schools, Student Attitudes, Vocational Development, Vocational Education, Work Experience Programs

Identifiers—*Experience Based Career Education, Las Cruces Public Schools NM, New Mexico (Las Cruces)

Patterned after the Appalachia Educational Laboratory program model, the experience-based career education (EBCE) Project EXCEL was evaluated for its effectiveness after one semester of implementation. Project EXCEL (Experience-Based Career Education and Learning Program) was implemented in Las Cruces, New Mexico, and was designed to provide an alternative to traditional high school education. It combines a basic academic program with exploratory opportunities in the career and work world. The project's objectives were classified under three major types of goals: student,

program perception, and instructional. Hypotheses were formulated and a research design was developed for each of the specific subgoals in the major goal categories. EBCE students were tested using the Student Information Questionnaire, Comprehensive Tests of Basic Skills, Career Maturity Inventory, Student Attitude Survey, and Socialization Profile. Questionnaires were also administered to parents and employers of the students. Results favored the program on program perception and instructional goals. The outcomes for student goals were overall not significant. Students, their parents, and employers generally showed a positive attitude toward the program. Mixed results were shown in the instructional goals section. (SH)

ED 147 623 CE 014 104

Lafferty, Bill R.

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

Education Service Center Region 20, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Oct 77

Contract—G61-76-00967-502

Note—227p; Parts of appendixes may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Career Awareness, *Career Exploration, *Cooperative Programs, Demonstration Projects, *Individual Development, Learning Laboratories, Program Administration, *Program Effectiveness, Program Validation, *School Community Cooperation, Senior High Schools, Skill Development, Student Attitudes, Student Evaluation, *Vocational Development

Identifiers—*Experience Based Career Education, Texas (San Antonio)

The three-year San Antonio Experience-Based Career Education (EBCE) Project, an implementation of the Northwest Regional Educational Laboratory EBCE model, was evaluated for its first year of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale Independent School District and the San Antonio Independent School District. Learning resources consisted of those in the learning center and those provided at community sites. Twenty program and twenty control students were selected in both school districts. The project evaluation covered two components: process and outcome. The process focused on program elements deemed essential for a valid demonstration of the EBCE model. The outcome evaluation was designed to test a set of hypotheses related to student development in career, life, and basic skills and utilized a battery of four tests for pre- and posttest measures. Results showed that both school districts were successful in planning and implementing the project. Outcome evaluation demonstrated very strong comparative effects in attitude toward school, self-acceptance, and others acceptance. Life skills were positively affected by participation in the program. Career skills results showed no consistent patterns of difference between the program and control students. (This report includes three major sections: annual interim report, third-party evaluation, and appended project materials.) (SH)

ED 147 624 CE 014 109

Kilmer, Donald C.

Basic Electricity. Part 1.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date—Dec 77

Note—95p; For related documents see CE 014 109-112

Available from—New Jersey Vocational-Technical

Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$6.00 plus postage, set only)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Assignments, Behavioral Objectives, Curriculum Guides, Diagrams, Electrical Occupations, *Electric Circuits, *Electricity, *Hand Tools, Illustrations, Safety Education, Secondary Education, Units of Study, *Vocabulary, Vocational Education

A primarily illustrated introduction to the basics of electricity is presented in this guide, the first of a set of four designed for the student interested in a vocation in electrical work. This guide is intended for the first-year student and provides mostly diagrams with accompanying definitions/information in three units, each covering one of the following areas: shop safety; tools for the electrician (hand tools, tool-box tools); and electrical symbols and circuits (symbol identification, electric circuits, electric circuits using symbols, series and parallel circuits). Each unit includes from one to four lessons with each lesson including a behavioral objective, vocabulary, lesson information, and an assignment, where applicable. (SH)

ED 147 625 CE 014 110

Kilmer, Donald C.

Basic Electricity. Part 2.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date—Dec 77

Note—84p; For related documents see CE 014 109-112

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$6.00 plus postage, set only)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Assignments, Atomic Structure, Behavioral Objectives, Curriculum Guides, Electrical Occupations, *Electricity, *Magnets, Secondary Education, *Theories, Units of Study, Vocabulary, Vocational Education

This guide, the second (part 2) in a set of four guides, is designed for the student interested in a vocation in electrical work, and includes two units: Unit IV—Electrical Theory, covering thirteen lessons (matter, the atom, electrical charges in the atom, rules of electric charges, electricity, atoms in an electrical conductor, electrical conductors, structure of insulating substances, insulation—what it does, safety devices—fuses and circuit breakers, light and heat from electricity, electricity produced from chemicals); and Unit V—Magnetism, covering seven lessons (magnets, magnetic poles, magnetic field, magnetic induction, electromagnetism, making a simple electromagnet, how an electromagnet operates a door bell). Each lesson includes an objective, vocabulary, information about the lesson, an assignment, and illustrations. (For the beginning units (I through III), see CE 014 109.) (SH)

ED 147 626 CE 014 111

Kilmer, Donald C.

Basic Electricity. Part 3.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date—Dec 77

Note—80p; For related documents see CE 014 109-112

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$6.00 plus postage, set only)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Assignments, Behavioral Objectives, Curriculum Guides, Electrical Occupations, *Electricity, *Measurement, Secondary Educa-

tion, Theories, Units of Study, Vocabulary, Vocational Education
Identifiers—Ohms Law, Voltage

Third (part 3) in a set of four guides designed for the student interested in a vocation in electrical work, this guide includes four units: Unit VI—Ohm's Law, covering six lessons (voltage, current-flow and resistance, the Ohm's Law formula, formula for finding voltage, formula for finding resistance); Unit VII—Voltages, covering five lessons (DC voltage, AC voltage, frequency, step-down transformer, operation of a transformer); Unit VIII—Measuring Voltage and Current with a Meter, covering six lessons (ammeter rules, ammeter connection, reading milliamperes, voltmeter rules, voltmeter connection, multimeter); and Unit IX—Watt-Hour Meter (watt and kilowatt, reading a watt-hour meter, your electric bill, kilowatt-hour formula). Each lesson includes an objective, vocabulary, information about the lesson, an assignment, and illustrations. (For beginning units (I through V), see CE 014 109-110.) (SH)

ED 147 627

CE 014 112

Kilmer, Donald C.

Basic Electricity. Part 4.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—83p; For related documents see CE 014 109-112

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$6.00 plus postage, set only)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Assignments, Behavioral Objectives, Curriculum Guides, Electrical Occupations, *Electrical Systems, *Electricity, Job Skills, Secondary Education, Skill Development, *Stimulus Devices, Units of Study, Vocational Education
Identifiers—*Wire Splicing

Designed for the student interested in a vocation in electrical work, this guide, fourth in a set of four, includes three units: Unit X—Splicing Wires, covering thirteen lessons (removing insulation, pigtail splice, Western Union splice, tap splice, extension cord splice, connecting wires to a terminal screw, underwriter's knot, three-wire ground cap, soldering a splice, taping a pigtail splice, taping a tap splice, wire nuts); Unit XI—Grounding, covering two lessons (what is a ground, grounding electrical equipment); and Unit XII—Signal Systems, covering five lessons (pushbutton, simple bell circuit, series bell circuit, parallel bell circuit, bell-circuit jobs). Each lesson includes an objective, vocabulary, information about the lesson, an assignment, and illustrations. (SH)

ED 147 628

CE 014 113

Hoskey, Peter, Ed. Lauten, Michael, Ed.

ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—76p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.25 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Cooperative Education, Disadvantaged Groups, *Disadvantaged Youth, *Handicapped Students, *Integrated Activities, Integrated Curriculum, Learning Activities, Measurement Instruments, Program Evaluation, Resource Materials, Sec-

ondary Education, *Special Education, Student Evaluation, Teacher Evaluation, Vocational Education

Identifiers—*Project ACCEPT

An integrated approach to education for special needs students is presented in this curriculum guide for ACCEPT (Academic Cooperative Career Education Program Today). Introductory information covers a definition of special needs students (educationally and socioeconomically disadvantaged and physically and mentally handicapped, including emotionally disturbed); statement of philosophy and concepts of ACCEPT; and the twenty-two behavioral objectives of the program. It is suggested that a cooperative work experience in local industry/business be implemented in conjunction with the two phases of the ACCEPT program. The seven units, designed to be added or extracted from to meet student needs, relate to phase one of the program, dealing with behavioral aspects that are common to all work experiences. Following the units for phase one, sample training plans for phase two are presented. (This phase deals with the development of concepts, skills, and attitudes directly applicable and meaningful to the student, relating to career goals and demands of a specific training station job.) Sample training plans are provided to give teachers practical suggestions for integrating specific and useful instruction in academic classes. Plans are presented for a painter, floor layer, nurse's aide, roofer apprentice, and worker at a building supplies outlet. Each plan describes the job, the skills needed to perform the job successfully, and the academic skills relevant to that job. A bibliography of instructional media, games, and books is appended. Evaluation instruments are also included. (SH)

ED 147 629

CE 014 114

Freedman, Carol

A Marketing and Distribution Curriculum Guide. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—53p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.75 plus postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Business, Community, Community Characteristics, Curriculum Guides, *Distributive Education, Elementary Education, *Learning Activities, Manufacturing, *Marketing, *Merchandising, *Publicize, Retailing, Sales Occupations, Sales Workers

This curriculum guide in marketing and distribution has been designed for children in grades K-6. It is presented much like a cookbook from which recipes (activities) may be extracted and experimented with depending on the tastes (needs) of the children. It is suggested that objectives be reinforced through teacher-developed activities or through a discovery approach wherein students select activities from a list of possibilities. The contents of the guide are divided into five sections as follows, with each unit containing behavioral objectives and suggested activities: (1) the community; (2) functions of individual businesses; (3) production and manufacturing; (4) advertising; and (5) sales. (Author/BL)

ED 147 630

CE 014 115

Micklus, C. Samuel

Airbrush Technology.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—84p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$4.00 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Commercial Art, Curriculum Guides, Design, Equipment, *Graphic Arts, *Hand Tools, Industrial Arts, *Learning Activities, Post Secondary Education, Secondary Education, *Technical Illustration, Technology, Vocational Education

Identifiers—*Airbrush Technology

To supplement and extend the offerings in the fields of industrial arts and vocational education, instructions in the use of the airbrush in design oriented activities are presented in this manual. It is written for and directed to the following types of programs: (1) high school—drafting, graphic arts; (2) vocational school—drafting, commercial arts, graphic arts; (3) junior college/technical institute—drafting, technical illustration, graphic arts; (4) college (industrial arts)—drafting, graphic arts, photography, industrial design; (5) college (technology)—drafting, manufacturing, design, graphic communication; (6) college (art)—design, advertising, illustration. The eleven sections cover (1) introduction to the airbrush, (2) equipment and materials, (3) preparing the drawing, (4) preparation of equipment, (5) techniques of operation, (6) practice exercises, (7) rendering basic shapes, (8) cleaning and maintenance, (9) errors, (10) rendering problems, and (11) tips for the classroom teacher. Instructions and descriptions in each section are accompanied by graphic illustrations. (BL)

ED 147 631

CE 014 116

Mulligan, Robert E. And Others

Comprehensive Career Education Curriculum Guide for the Trainable.

Kearny Board of Education, N.J. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—67p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.75 plus postage)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Basic Skills, *Career Education, Cooperative Education, Curriculum Guides, Educational Objectives, Elementary Secondary Education, *Fused Curriculum, Integrated Curriculum, Job Skills, *Language Arts, Language Development, Learning Activities, Occupations, Skill Development, Special Education, Student Characteristics, Teaching Guides, Teaching Techniques, *Trainable Mentally Handicapped

Designed for use by teachers of the trainable mentally retarded, primary through postsecondary levels, this curriculum guide integrates development of verbal and written communication skills with the student's career development. The guide contains instructional objectives, suggested learning activities and teaching techniques, and information on the characteristics, needs, and development of the retarded student. Organization is by seven curriculum categories: (1) language arts, (2) handwriting, (3) general information awareness, (4) number concepts, (5) perceptual training, (6) cooperative education, and (7) employment orientation. Four developmental phases are covered in each category. Phase 1 (primary) includes language development, sight word recognition, knowledge of address recognition of words necessary to function in everyday living, and printing skills. Phase 2 (intermediate) includes language development, sight word recognition, and printing skills. Phase 3 (secondary or advanced) also includes language development, sight word recognition, and printing skills. Phase 4 (post-secondary) includes speaking vocabulary and handwriting. The employment orientation section is

divided into two parts: simulated work and basic skill training. Outlines are provided covering objectives, procedures, and needed materials for building maintenance, landscaping, floor and indoor maintenance, window cleaning, food service, laundry, task development, candlemaking, record album, sanding and staining, telephone pads, and embossing cardboard signs. A bibliography is appended. (JT)

ED 147 632

CE 014 118

Krotosky, Paul Johnson, Jeannie G.

Introduction to Marketing for 9th Grade Students. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—92p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.75 plus postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, Business Education, Career Awareness, Career Education, *Career Exploration, Curriculum Guides, *Distributive Education, *Food Service Industry, Food Service Occupations, Foods Instruction, Grade 9, Interdisciplinary Approach, Junior High Schools, *Learning Activities, *Marketing, Merchandising, Vocational Education

Identifiers—Fast Foods

Designed to enable students to develop knowledge of personal strengths and weaknesses and to be able to understand the relationship of these characteristics to educational and vocational choices, this guide presents an introductory program on vocations using a thematic interdisciplinary approach to career awareness. It is suggested that the program be conducted by a team composed of a math, a science, a social studies, and an English teacher, and a program coordinator, all of whom will focus on a central theme based on a specific occupational cluster. This guide focuses on the marketing and distribution cluster using the fast foods industry as an example. The five following units are presented with each including activities relevant to the fast foods industry: guidance, math, science, social studies, and English. Each unit contains unit concepts, behavioral objectives and suggested activities and activity sheet. A bibliography, sources of additional information, a vocational interest inventory form, and a guide for vocational guest speakers are also included. (BL)

ED 147 633

CE 014 119

Ferri, Kathy

From Autos To Stereos. A Collection of Readings. Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Dec 77

Note—122p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Concept Teaching, *Learning Activities, Reading Comprehension, *Reading Development, *Reading Improvement, Reading Materials, *Reading Skills, Remedial Reading, Secondary Education, Skill Development, Supplementary Reading Materials, Vocabulary, *Vocational Education

Designed to provide materials which the high school teacher can use to teach some of the basic reading skills or as supplementary reading material, this guide is composed of thirty-five articles of general interest which are vocationally oriented, followed by exercises designed to test comprehension and to teach reading concepts. The articles have

been rewritten on a lower reading level and each is prefaced with definitions of new words. Some representative titles of articles are "Alcohol Power: Can It Help You Meet the Soaring Cost of Gasoline?" "A Close Look at Jogging as an Exercise," "A New Engine Can Save Old Betsy," and "If Your Car Rusts It Is Your Fault." (BL)

ED 147 634

CE 014 121

Ruff, Eldon E. Dudley, Gerald O.

Evaluation Design for Clusters Approach to Career Education (CACO).

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—22p.; For related documents see CE 014 090-092 and CE 014 121-122

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, *Curriculum Development, Curriculum Evaluation, *Evaluation Methods, Junior High Schools, *Occupational Clusters, *Program Evaluation, State Programs, Vocational Development

Identifiers—Virginia

A three-part evaluation plan is presented for the occupational clusters approach to career orientation project, which attempted to design and field-test a two-semester curriculum package for orienting junior high students to the world of work. Project effectiveness will be estimated at three points in its development. In the laboratory setting evaluation will determine whether deadlines need adjusting, whether curriculum content is accurate, and whether the continually developing material has utility for junior high students. During field-testing evaluation will determine the general perception of all units by teachers, students, and administrators. During the second or third year an experimental design will be utilized to estimate the impact of the course on the behaviors of the students. Comparison of data from experimental and control groups, comparison of growth in both, and differential change among various subsets of students and school environments should be determined. (Steps for evaluating student and staff perceptions, staff development perceptions, and career development effectiveness are outlined including suggested measurement instruments and ideas for analysis of data. (JT)

ED 147 635

CE 014 122

Fardig, Glen E.

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Note—16p.; For related documents see CE 014 090-092 and CE 014 121-122

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, *Inservice Teacher Education, Junior High Schools, Learning Modules, Occupational Clusters, *Program Design, State Programs, *Teacher Workshops

Identifiers—Virginia

The proposed plan for providing teacher training to implement the occupational clusters approach to career orientation in Virginia schools consists of four phases. Phase I is a two- or three-day regional workshop for teachers about to implement the program. During the two weeks of phase II teachers begin the program in their school classrooms, applying skills acquired in the workshop and using the teacher's guide and student workbooks provided for the student course, "A World of Choice-Careers and You." Phase III takes place as the program continues and involves the teachers in developing competencies through completion of three instructional modules at their own school site. Achieve-

ment will be evaluated by resource persons observing the teacher in the actual school setting. The final seminar, phase IV, will provide opportunity for additional group training and/or sharing of problems, solutions, and ideas during the latter part of the semester-long training program. Materials to be developed are the workshop module and the three instructional modules. (JT)

ED 147 636

CE 014 123

Wills, Joan

Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Nov 77

Note—14p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cooperative Planning, *Educational Coordination, Educational Responsibility, *Employment Problems, Employment Programs, Federal Legislation, Federal Programs, Interagency Cooperation, Interagency Coordination, Relevance (Education), School Role, *Vocational Education, Youth, *Youth Employment, Youth Problems, Youth Programs

Has vocational education been responsible for the unemployed youth in our nation today? No, the vocational education community is not responsible for youth unemployment rates, the shifting labor market demands, the baby bulge, women in the labor force, the oil embargo, or the economic recession. Then what role does the vocational education community have for the unemployed youth of our nation? The answer is none. Neither the network of secondary and postsecondary schools, grade school career exploration, nor the vocational education system can create jobs. The vocational education community can be one of many institutions reacting positively to the conditions causing youth unemployment. However, claims to do more than what is possible are damaging to all the actors. The recently enacted youth legislation is a product of too many promises. Vocational education must be cautious about claiming the ability to deliver the variety of services these youth may need. Vocational education must decide some basic directions, be coordinated, and work with other agencies to change the statistics of youth unemployment. (The author's answers to ten questions from the audience of vocational education research and development personnel are appended.) (EM)

ED 147 637

CE 014 124

Kolstoe, Oliver P.

Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Dec 77

Note—17p.; Speech presented at a staff development seminar, Center for Vocational Education (Columbus, Ohio)

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (OC 33, \$1.90)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Educational Needs, *Educational Planning, Educational Practice, Educational Research, Elementary Secondary Education, Job Placement, Job Skills, Labeling (of Persons), *Mentally Handicapped, *Regular Class Placement, Research Needs, *Vocational Education

Professionals in the educational field have recognized the special problems of the mentally retarded and since the early part of the 1950s have attempted

to find out just how to intervene between the limitations of the retarded and the demands in the world of competitive work. Since some retarded individuals become competent employees while others do not, studies have examined differences between these persons. Studies have also examined problems which have caused retarded individuals trouble on their jobs—poor personal and social skills, poor work habits, and fault of employers, coordinators, or parents. Professionals have attempted to take into account these conditions. For example, attempts are being made to broaden the range of training opportunities through cooperative efforts with other disciplines—notably vocational rehabilitation and vocational education. This occurred in the 1960s at about the same time change began to make itself felt in many social institutions influenced by humanism, resulting in the concept called mainstreaming—the integration of handicapped into regular classrooms. But is integration the best policy? Studies show that there appears to be a real danger that handicapped students will become lost in regular classes, or they will not receive the special support they need from instructors and students of regular classes. Research suggests what educators should be doing with the mildly retarded: (1) Label the students, but not refer to them as "mildly retarded"; (2) give them a highly structured program which recognizes their delayed readiness and their slower than average academic progress; (3) present material in a competency-based, individualized format, and (4) plan enrichment experiences. (SH)

ED 147 640 CE 014 137

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—77

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Abstracts, *Demonstration Projects, Disadvantaged Groups, Federal Aid, Federal Legislation, Post Secondary Education, *Program Descriptions, *Research Projects, Secondary Education, Special Education, State Programs, *Vocational Education, Vocational Followup

Identifiers—*Pennsylvania, Vocational Education Amendments 1968

Forty project abstracts constitute this collection, all of them Pennsylvania research and exemplary activities conducted during the 1975-76 fiscal year and supported with part C and D federal vocational funds (Public Law 90-576). Each of the one-page abstracts contains project title, name and address of project director, project dates, amounts of federal and non-federal funding, objectives, list of outcomes, intended audience (population the information will be most useful to), and list of publications or available materials resulting from the project. The following are representative project titles: A Study of Occupational Mobility in Pennsylvania; Job Placement Center; Symposium on Policy Issues in Education for New and Emerging Careers; Home Health Management Aide; Creating a Career: A Prevocational Guidance Program; Follow-Up of Hearing Impaired Graduates; A Video-Tape Pilot Project for Educable Mentally Retarded and Regular Class Students on a Work-Experience Program; Characteristics of Vocational Food Service Teachers and Their Relationship to Teacher Effectiveness; Relationship Between Communication Skills of Young Deaf Adults and Success in Employment; Vocational Education Possibilities in the Petroleum Industry; The Development of the Role of Industrial Arts in Vocational Education; Vocational Education/Special Education Curriculum Integration Workshop for EMR Instructors; and Implementation of the Cluster Concept in Two Vocational Areas in an Area Vocational-Technical School Setting. (JT)

ED 147 641

Cromwell, Jannice J.

Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Contract—G08-76-00111

Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Basic Skills, Career Education, *Career Exploration, *Educational Alternatives, Educational Objectives, Educational Strategies, Employer Attitudes, Junior High Schools, Learning Experience, Program Attitudes, Program Descriptions, Program Effectiveness, Program Validation, Questionnaires, *School Community Cooperation, Senior High Schools, Skill Development, *Student Attitudes, Teacher Attitudes, *Vocational Development, Work Experience Programs

Identifiers—Colorado, *Experience Based Career Education

Evaluation was conducted of the Colorado Experience Based Career Education Model (CEBCEM) established in four subsites to formulate experience-based components, strategies, and objectives which fit the needs of students in grades 7 through 10. Focus of project activities during the first year was on identifying and pilot testing selected components (basic skills, life skills, career development) and strategies (including career exploration, employer seminars, and guidance activities) of EBCE appropriate to the participating districts. Alternatives designed for implementing selected strategies were curriculum infusion, alternative school situations, interdisciplinary styles, and career cluster emphasis. Third-party evaluation was based on interviews with staff, teachers, and students and focused on process rather than product objectives. Concerns expressed by the evaluators related to the need to identify local goals, identification of student objectives for each strategy, identification of competency certification areas, and identification of student requirements. It was determined that those interviewed were very positive toward the project and that much activity was taking place in coordinating efforts of the schools and their local communities. Twelve recommendations were given regarding changes in strategies via questionnaire results. (Appendices contain project materials and data collection and evaluation instruments.) (TA)

ED 147 642

Herrnstadt, Irwin L. And Others

The Implementation of CETA in Boston, 1974-77. Final Report.

Northeastern Univ., Boston, Mass. Dept. of Economics.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.

Pub Date—Oct 77

Contract—21-25-74-33;

Note—101p.; For a related document see CE 014 183

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Programs, Case Studies, City Government, City Wide Programs, *Community Agencies (Public), Community Change, Decentralization, *Employment Programs, Federal Programs, Interagency Cooperation, *Job Training, Manpower Development, Participant Characteristics, *Program Administration, *Program Evaluation, Program Improvement, Youth Programs

Identifiers—*Comprehensive Employment and

CE 014 157

Training Act, Massachusetts (Boston)

A case study of the introduction of the Comprehensive Employment and Training Act (CETA) in Boston was conducted (1) to chronicle and analyze the changes in employment and training planning and programs as the federal policy changes from a centralized and categorical policy to a decentralized and decategorized one, (2) to examine the impact of those changes on employment and training programs and institutions, the internal structure and staffing of these institutions, program participants, and the community, and (3) to study how the CETA prime sponsor monitors and evaluates its programs. Open-ended interviews were conducted of strategic members of the city, state, and private institutions which were engaged in either planning or operating employment and training programs. Program data pertaining to client characteristics, enrollments, termination, and work experiences were collected. The eleven principal findings included these: (1) Aside from Public Service Employment, the introduction of CETA has not changed Boston's manpower system much, (2) a restructuring of the administrative system did permit incorporation of several new youth programs, and did permit special attention to the needs of ex-offenders, drug addicts, older workers, and women, and (3) due to the weakness of the local economy and administrative defects in the program there was a substantial cutback of on-the-job training. (This report concludes with twenty-two recommendations.) (EM)

ED 147 643

Owen, John D.

An Empirical Analysis of the Voluntary Part-Time Labor Market.

Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—31 Aug 77

Contract—DL-21-26-76-13-1

Note—125p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Economic Research, Employees, *Employment Patterns, *Employment Practices, Employment Problems, Job Market, Labor Economics, Labor Force, *Labor Market, Labor Supply, Manpower Needs, Manpower Utilization, *Mathematical Models, *Part Time Jobs, *Wages

The part-time job market now employs about 12.5 million persons who are voluntary part-timers—those who customarily work one to thirty-four hours a week on their own volition. Data from the Current Population Survey (March-May, 1973) was used to examine the cross-sectional distribution of the employment and wages of part timers, and an analysis was done to determine the principal factors of supply and demand. An intersectoral model of the supply and demand of part timers was used (process of which is described in this report) to explore interactions between differences in the reward to part timers and in the utilization of part timers. Findings include that part timers are paid much less than full timers, due primarily to the employment of part-timers in low wage sectors of the economy. The statistical analysis supported the view that there is a large market for part timers, which serves both the economy and the marginal members of the work force. However, employers are generally unwilling to train or promote part timers and those with high level credentials are usually barred from upward mobility. Conclusions and policy implications included that the part-time labor market serves a very useful purpose in providing jobs for millions of persons who might not otherwise find employment, and since the part-time market is very diverse, regulating it by means of quotas as advocated by some federal and private sectors would be a rather inefficient proposition. (BL)

ED 147 645

CE 014 243

Women with Low Incomes.

Women's Bureau (DOL), Washington, D.C.

Pub Date—Nov 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Disadvantaged Groups, *Economic Disadvantage, Employment Statistics, Family Characteristics, Fatherless Family, *Females, *Heads of Households, *Low Income Groups, Minority Groups, Occupations, Racial Differences, Sex Differences, Subemployment, Unemployed, *Working Women

Females who were poor outnumbered males by more than four million in 1975. The 15 million females living in poverty accounted for three out of five persons (fifty-eight percent) who were poor in the United States. Advance data for 1976 indicate that more than ten million women aged sixteen and over had low incomes, and that these women accounted for nearly two out of three poor persons. About one-third of all families headed by women were poor (median income: \$2,926)—more than five times the rate for male-head families—and although women were only fourteen percent of all family heads, they made up forty-eight percent of all poor family heads. The poverty status of a female-head family is directly related to the number of family members; fifty-four percent of the families with five members and sixty-five percent with seven or more persons were poor. There are several reasons why poverty is more prevalent among women: (1) Women characteristically have lower earnings than men (1976 median earnings—women, \$8,312; men, \$13,859); (2) women have higher unemployment rates; (3) responsibilities for the care of children restrict their employment; and (4) women have greater longevity than men (poverty is greatest among the aged). (Statistical tables of supportive data are interspersed throughout this report.) (BL)

ED 147 646

CE 014 246

National Apprenticeship Standards for Automotive Service Councils.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Note—42p.; Parts of appendix may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Principles, *Apprenticeships, Auto Body Repairmen, *Auto Mechanics (Occupation), Educational Principles, Federal Legislation, Federal Regulation, Skilled Occupations, *Standards, Trade and Industrial Education, Work Experience Programs

Identifiers—United States

This booklet contains national apprenticeship standards for use by Automotive Service Councils in the training of future automotive mechanics, body repairmen, painters, and other specialized professional technicians. It begins with a brief presentation of apprenticeship policy. The major contents are provisions of standards on the following: definitions, local apprenticeship and training committee, consultants to the committee, equal employment opportunity in apprenticeship, qualifications for apprenticeship, credit for previous experience, continuity of employment, apprenticeship agreement, probationary period, responsibilities of apprentices, safety, registration, related instruction, examination, apprentice reports and advancements, instructions to the apprentice, apprentice record system, employer participation, employer responsibility, hours of employment, certificate of completion of apprenticeship, adjustment of differences, modification of local programs, sample selection procedures, and sample work processes (automobile mechanic, automobile body repairer, and automobile painter). Finally, there is a brief presentation of federal laws and regulations affecting the employment of apprentices. The appendix includes forms for apprentice monthly report, applicant rating, ap-

prenticeship application, apprentice daily record, apprentice identification card, and apprenticeship agreement; a list of state and territorial apprenticeship agencies and of the regional offices of the Bureau of Apprenticeship and Training; and sample certificates of registration and completion. (EM)

ED 147 647

CE 014 255

Thompson, Velma Montoya**A Government Policy To Induce Efficient Retraining During Unemployment.**

Pub Date—Jun 77

Note—12p.

Available from—The Rand Corporation, Santa Monica, California 90406 (P-5904, \$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, *Business Cycles, Employment Services, *Federal Government, Federal Programs, Females, Financial Support, *Government Role, Human Resources, Males, Manpower Utilization, *Policy Formation, Public Policy, *Unemployed, Unemployment, Unemployment Insurance, Vocational Education, *Vocational Retraining, Workmans Compensation

Identifiers—United States

The government's role in retraining unemployed workers during nonrecession periods should be to subsidize retraining as they subsidize job search by way of the unemployment compensation system. The retraining subsidy should be about the same order of magnitude as the job search subsidy and should be administered by the public employment service which administers the subsidy to job search. The subsidy should support both institutional and on-the-job retraining, and it should be provided to both women and men. The percentage increase in retraining by women workers would likely exceed that of men workers if the policy proposed were adopted. An additional return from improving the allocation between search and retraining is the reduction of the unemployment rate as conventionally measured in the United States. (BL)

ED 147 648

CE 014 261

Insights into Industry and Technology. Curriculum Guide.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date—[77]

Note—101p.; Several photographs of tools and measuring instruments may not reproduce well. For related documents see CE 012 456-460

Available from—Industrial Technology Department, University of North Dakota, Grand Forks, North Dakota 58202 (\$4.00; set \$15.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, Curriculum Guides, Educational Objectives, *Industrial Arts, Industrial Education, *Industrial Technology, Industry, Junior High Schools, *Learning Activities, *Manufacturing, Middle Schools, State Curriculum Guides

One of a set of six guides for an industrial arts curriculum at the junior high school level, this guide provides the basic foundation to develop a one-semester course based on the following cluster concept: insights into industry and technology. An overview of industry and technology is provided to serve as an integrator or unifier of industry and technology as a whole rather than fragmented parts. Emphasis in the guide is on the discipline of industrial technology in relation to the role of industry materials, personnel, production, processes, energy, management, distribution, and occupational information. Following an introduction covering rationale, cluster outlines and objectives, and cluster taxonomic structure, eight units are presented: introduction to industry and technology, elements of producing a product, processes of industry, resources, organization of industry, mass production,

marketing, and sociological and environmental impacts of industry and technology. Each unit includes unit objectives, student competencies and related student activities, unit outline, and where applicable, illustrations and information sheets. (SH)

ED 147 654

CE 014 278

A B Dick Model 555. Mimeograph Stencil Printer. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

Elgin Community Coll., Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—31p.; For related documents see CE 014 277-279 and CE 014 281

EDRS Price MF-\$0.83 HC-\$2.56 Plus Postage.

Descriptors—Community Colleges, *Equipment Utilization, Individualized Curriculum, Junior Colleges, Learning Modules, Manuals, *Office Machines, Office Occupations Education, Office Practice, Printing, Reprography

Identifiers—A B Dick Model 555, *Mimeograph Machines

Intended to be used by secretarial science students in a single skills laboratory, this operations manual for a mimeograph stencil printer (A B Dick Model 555) contains step-by-step instructions and simple diagrams designed to be easily understood by the students. (Two other learning modules designed for student use in a single skills laboratory and a report on the development and use of these materials are available as separate documents.) (BM)

ED 147 655

CE 014 279

Dictaphone Cassette. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

Elgin Community Coll., Ill.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—[77]

Note—28p.; For related documents see CE 014 277-279 and CE 014 281

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Equipment Utilization, Individualized Curriculum, Junior Colleges, Learning Modules, Manuals, *Office Machines, Office Occupations Education, Office Practice, *Stenography

Identifiers—*Dictaphones

Intended to be used by secretarial science students in a single skills laboratory, this operations manual for a dictaphone cassette contains step-by-step instructions and simple diagrams designed to be easily understood by students. (Two other learning modules designed for student use in a single skills laboratory and a report on the development and use of these materials are available as separate documents.) (BM)

ED 147 656

CE 014 281

Fisher, Sharon Anne

An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.

Elgin Community Coll., Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—G007603813

Note—174p.; For related documents see CE 014 277-279 and CE 014 281. Appendix B, containing a student's (computer) time card, was removed; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Academic Achievement, Business Subjects, Clerical Workers, Community Colleges, Curriculum Development, Employee Attitudes, Independent Study, *Individualized Curriculum, Individualized Instruction, *Job Skills, Junior

Colleges, *Learning Laboratories, Learning Modules, *Material Development, *Office Occupations Education, Performance Based Education, Program Descriptions, Program Effectiveness, *Secretaries, Student Attitudes, Task Analysis

To implement a single skills lab and develop or select twenty-five units for instruction in the secretarial science curriculum at Elgin Community College (Illinois), a task analysis was conducted to determine common tasks completed by area office personnel. This information was then used to select and develop instructional units for the single skills lab. All units were completed by students and evaluated for instructional effectiveness by various techniques. The following results were indicated: Most common tasks completed by office personnel included typewriting and receptionist activities; statistical and technical typing and business machines were not needed in the single skills lab; students enrolled in the single skills lab viewed it better than their typical class but not equally with their ideal class; typewriting units were selected most frequently by students; learning was educationally significant with the individualized units; and the single skills lab approach enabled students to tailor-make their course outlines. Based on these findings, it was concluded that the single skills lab approach will be continued, improved, and expanded as time permits. (A major portion of this document includes appended materials; three of the individual units are available as separate documents.) (Author/BM)

ED 149 009 CE 009 555
Family Life Education Transparencies.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—73p.; For related documents see CE 009 555, CE 012 609, CE 012 613, and ED 090 400 (curriculum guide)

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Materials, *Family Life, Family Life Education, *Family Relationship, Home Economics, Individual Needs, Marriage, Psychological Needs, Secondary Education, *Transparencies

This compilation of thirty-three transparencies, a supplement to the family life education curriculum guide (see related note), is designed for use by secondary education home economics teachers in teaching family life education classes. The transparencies, covering three areas in family life education, each consist of a captioned picture illustrating some aspect of family life. Also, each transparency includes a curriculum guide reference regarding the concept and appropriate pages. The three family life areas covered are (1) basic human needs (including physical, safety, and love), (2) factors relating to family satisfaction and success (including family happiness, family recreation, and planning the family budget), and (3) areas in marriage which may require adjustment (including failure to meet partner's preconceived ideas, conflicting interests, the spending plan, relationships with in-laws, and social life). (EM)

ED 149 010 CE 012 609
Wiggins, Emily

Family Life Education Resource Unit. Self Concept.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—33p.; For related documents see CE 009 555, CE 012 609, CE 012 613, and ED 090 400 (curriculum guide)

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Curriculum Guides, Family Life Education, Home Economics, Humanistic Education, Individual Needs, *Learning Activities, Personal Growth, Personal Values, Problem Solving, Psychological Needs, Resource Materials, Secondary Education, *Self Concept, Unit Plan

This resource unit, a supplement to the Family Life Education Curriculum Guide (see related note), was designed to help secondary education home economics teachers provide students with learning experiences focusing on self-concept. The unit covers five principle topics regarding self-concept and includes for each topic an overall objective, behavioral objectives, learning and evaluation experiences for students, and teaching resources, e.g., classroom materials, books, and audiovisuals. The five topics covered are (1) getting started, (2) working with self-concept, (3) understanding basic needs, (4) choosing values, and (5) managing. A list of the teaching resources concludes the unit. (EM)

ED 149 011 CE 012 613
Hite, Joyce

Family Life Education Resource Unit. Single Living.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—29p.; For related documents see CE 009 555, CE 012 609, CE 012 613, and ED 090 400 (curriculum guide)

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Cultural Factors, Curriculum Guides, Family Life Education, Home Economics, Human Living, *Interpersonal Relationship, *Learning Activities, *Life Style, Marital Status, Personal Adjustment, *Problems, Resource Materials, Secondary Education, *Social Factors, Unit Plan

Identifiers—*Single Living

This resource unit, a supplement to the family life education curriculum guide (see related note), was designed to help secondary education home economics teachers provide students with learning experiences related to living as a single person. The unit covers two principle topics regarding single living, each including an overall objective, behavioral objectives, learning and evaluation experiences for students, and teaching resources (books and periodicals). The two topics are (1) identification of singles and (2) problems faced by singles (cultural pressure, paired society, adjustments, meeting new people, loneliness, housing needs, and personal safety). A list of the teaching resources concludes this unit. (EM)

ED 149 012 CE 012 697
Kemble, Eugenia

Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.

American Federation of Teachers, Washington, D.C.

Pub Date—[77]

Note—29p.

Available from—American Federation of Teachers,

AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (#QP-17, \$0.40)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business, Career Awareness, *Career Education, Career Exploration, Career Opportunities, *Continuous Learning, Educational Needs, *Educational Policy, *Federal Programs, Job Training, *Labor Unions, *Occupational Guidance, Professional Associations, Public Policy, School Industry Relationship, Vocational Education, Youth Employment

Identifiers—*American Federation of Teachers

The subject of career education is a vast and complex one. For example, it often emphasizes alternative educational programs for high school and junior high students that may involve substituting work for academic experience in industrial settings outside the schools. Or it may encompass recurrent or lifelong education programs for adults that provide additional education which may or may not be work related. The youth oriented ideas can mean less education while the concepts aimed at adults suggest more. No one would deny that education and work are related. The real issue is what form any advocacy movement takes and whose interests it serves. The rationale behind much of the federally supported career education effort is weak, and many of the programs seem to be more in the interests of big business than in the interests of our nation's youth. Career education cannot solve the youth unemployment problem, but certainly there are youth problems that well-directed career education programs could help with. The American Federation of Teachers advocates dissemination of more information on job availability, occupational projections, and job access. It supports job training programs which build upon a basic education by combining further academic experiences with on-the-job experiences, but it strongly opposes any occupational education program that would diminish general liberal education or that would endanger present child labor, minimum wage, early school leaving, and health and safety laws. It also strongly opposes programs that involve turning over some of the responsibility for public education to the private sector. (BL)

ED 149 013 CE 012 853

Koppelman, Phyllis

The House That Jill and Jack Built.

Advocates for Women, San Francisco, Calif. Berkeley Unified School District, Calif.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date—76

Note—70p.; Appended photographs will not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Awareness, *Career Education, Curriculum Guides, Elementary Education, Fused Curriculum, *Hand Tools, *Learning Activities, Primary Education, Resource Materials, Role Models, Sex Role, Sex Stereotypes, *Skill Development, Teacher Workshops, *Woodworking

This guide is designed to serve as an aid to developing a career education program using carpentry as a vehicle for expanding skills and aspirations of K-12 girls and boys. Each section is intended to be used as a resource in planning the program. The section on supplies and equipment provides recommendations as to quality, quantity, and storage of tools. The next section (exploratory phase) provides practical information on how to begin workshops designed to give students and teachers opportunity to use hand tools safely and with ease. Focus is on hammering, sawing, and drilling procedures. The carpentry lessons that follow explain how each basic hand tool can be presented to students. Since the emphasis is on introducing specific information about tools to K-3 children, the lessons are written as if the teacher were talking to the students. Les-

sions presented in the conceptualization phase section present skill information, e.g., how to nail two pieces of wood together. The curriculum section shows how carpentry can be expanded into the classroom to relate to the total curriculum. "People Who Use Tools" provides the unifying theme for the seven lessons in the first part of this section. The second part, "Stories to Grow By," is made up of lessons on a multiethnic selection of books used to expand students' aspirations beyond ordinary sex role and occupational role stereotypes. A list of supplementary resources and photographs for classroom use are also included. The final section briefly evaluates a project which made use of these materials and makes recommendations for developing a similar project. (TA)

ED 149 014 CE 013 230

Kruger, Daniel H.

Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 77

Note—18p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$1.90)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Community Involvement, Educational Development, *Educational Research, Evaluation Criteria, Job Training, *Program Evaluation, Research Methodology, *Research Needs, *Social Change, Social Values, *Vocational Education

Vocational education as a social intervention process operates on two levels: (1) the micro level at which services are designed to improve the employability of the individual and (2) the macro level where the objective is to heighten the awareness and the sensitivity of the community as to the importance of human resource development for the world of work. The mandated use of advisory committees at the local, state, and national levels is a built-in means of achieving the social participation necessary to an effective social intervention program. Also necessary is social experimentation, the process of testing what works and what doesn't. Vocational educators are conducting such experimentation in many areas, giving rise to need for a research dimension. Specific areas of research need include the interface between the five major delivery systems for employment and training services: vocational education, Vocational Rehabilitation Service, Social Services (WIN), State Employment Service, and Comprehensive Employment and Training Act (CETA) programs. Methodology must be developed which will provide measurements or indicators of both the social and economic effectiveness of all such programs at both the micro and macro levels. Too much concern for economic efficiency (costs/benefits and cost effectiveness) ignores the critical need to develop criteria to show program contributions to social efficiency, i.e., to values relative to the human condition. (The author's answers to questions from the audience of research and development personnel is appended.) (JT)

ED 149 015 CE 013 241

Jezierski, Kathleen, Ed.

Resources in Vocational Education. Volume 10. Number 1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—88p.

Available from—National Center for Research in

Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains fifty-seven resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

ED 149 017 CE 013 321

Jezierski, Kathleen, Ed.

Resources in Vocational Education. Volume 10. Number 3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—86p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains twenty-five resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and

addresses are provided for both individuals and institutions. (BL)

ED 149 018 CE 013 342

Gilpatrick, Eleanor

The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.

Health Services Mobility Study, New York, N.Y. Spons Agency—City Univ. of New York, N.Y. Hunter Coll.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.; New York State Dept. of Health, Albany.

Pub Date—77

Contract—DOL-82-34-69-34

Note—623p.

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors—Career Ladders, Comparative Analysis, Complexity Level, Curriculum, Health Occupations Education, Health Personnel, *Job Skills, Occupational Information, *Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, *Radiology, Relationship, Skill Analysis, *Task Analysis, Task Performance, *Technical Occupations

Identifiers—*Ultrasound Technology

The two research reports included in this document describe the application of the Health Services Mobility Study (HSMS) task analysis method to two technologist functions and examine the interrelationships of these tasks with those in diagnostic radiology. (The HSMS method includes processes for using the data for designing job ladders, for developing curriculum objectives, and for constructing evaluation instruments and proficiency tests.) The first report (no. 9) presents eighty-six new task descriptions at the aide, technician, and technologist level in two developing occupational specialties, radiation therapy and diagnostic ultrasound. The report describes how the tasks were developed and how to read them. Also included are listings that arrange the tasks by function and an index of tasks by code number. The second report (no. 10), covering the tasks in report no. 9 and a previous HSMS report which relates technologist tasks in diagnostic radiology (no. 7), indicates what skill and knowledge data and task analysis show about the interrelationships of the tasks in diagnostic radiology, ultrasound technology, and radiation therapy. The report also describes the skill and knowledge overlaps across specialties and the relative job levels to which the tasks can be assigned. (The four volumes of research report no. 7 are available as ERIC documents ED 129 977, ED 130 077-078, and ED 130 131-132. (BM)

ED 149 019 CE 013 489

Wilson, Jack Alexander

Investigation of Characteristics of Vocational Education Research Grant Applications and Their Relationship to Evaluator Ratings of Quality.

Pub Date—Jun 77

Note—103p.; Ph.D. Dissertation, California Western University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Research, *Evaluation, *Evaluation Criteria, Federal Aid, Federal Programs, *Project Applications, Research Projects, *Research Proposals, *Vocational Education

A study was conducted to identify those characteristics of vocational education research applications (submitted to the U.S. Office of Education) which are related to judged quality as determined by a panel of raters. Three hundred fifty-three applications were included in the study and each was reviewed by a panel of experts. Twenty-three hypotheses were formulated concerning potential characteristics which might influence ratings of applications. Results of the reviews and data analysis

showed statistically significant differences in the ratings of applications which had sixteen particular characteristics as compared to those that did not. When a forward elimination procedure was used to determine the independent contribution of characteristics associated with judged quality, thirteen characteristics emerged, some of which follow: submission of an application by a state department of education, supporting letters of endorsement, enumerated objectives, and number of pages devoted to discussing the approach to be used in achieving project objectives. The study concluded that there is a significant relationship between application characteristics and evaluator ratings, and that certain factors beyond the control of the applicant *a priori* have major effects. It was recommended that evaluation ratings be standardized, and that detailed guidelines be developed and seminars provided to facilitate preparation of more competitive applications. (BL)

ED 149 020 CE 013 514

Tobias, Sigmund

Statewide Business Education Evaluation Committee.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Pub Date—Jul 77

Contract—VEA-77-C-720

Note—112p; Several pages, some containing graphs and charts, will not reproduce well due to small faint type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Advisory Committees, *Business, *Business Education, Curriculum Development, Curriculum Evaluation, Economic Factors, Educational Needs, Educational Planning, *Employment Projections, Manpower Needs, *Program Improvement, *School Community Cooperation, Secondary Education, Social Change, *Social Influences, Speeches, Statewide Planning, Trend Analysis, Work Attitudes

Identifiers—*New York

The 1976-77 fiscal year activity for the Futuring of Business Education Curricular Needs Project involved the creation of the Statewide Business Education Review Committee. The committee conducted a conference—New York's first Statewide Business Review Conference—focusing on the projected needs of the business community in the next twenty years, and on appropriate recommendations to serve as a basis for changes or new developments in the business education curriculum/program (primarily at the secondary level) which would be compatible with the changing needs of business. Following a brief introduction covering the committee's participants and activities, eight papers given at the Statewide Business Review Conference are presented in this report. Representative titles are "Business and the Future: A View of the Possible," "The Future Environment for Business, Education, Work, and Leisure," and "In Search of New Direction." Names and addresses of members of the Statewide Business Review Committee of New York are appended. (BL)

ED 149 021 CE 013 678

Gilpatrick, Eleanor

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 1. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.

Health Services Mobility Study, New York, N.Y. Spons Agency—City Coll. Research Foundation, New York, N.Y.; City Univ. of New York, N.Y. Hunter Coll.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—DOL-82-34-69-34

Note—245p; For a related document see CE 013 679

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage. Descriptors—Career Ladders, *Classification, Codification, Curriculum Development, Data Collection, Data Sheets, *Educational Needs, *Health Occupations, Health Occupations Education, Health Services, Job Analysis, Job Skills, Post Secondary Education, Program Descriptions, *Rating Scales, Systems Development, *Task Analysis

This document contains volume 1 of a four-volume report which describes the components of the Health Services Mobility Study (HSMS) method of task analysis, job ladder design, and curriculum development. Divided into three chapters, volume 1 is intended as an introduction to the method and contains the basic task analysis instruments. Chapter 1 provides an overview of the HSMS system and the basic concepts. Chapter 2 contains the HSMS definition of task, the HSMS scales (including the scale for task frequency, sixteen skill scales, and the knowledge scale), and the basic data collection forms. Chapter 3 contains the HSMS knowledge classification system. This document and the related volume (see note) are designed to assist institutions in rationally structuring work, utilizing its labor force, evaluating its work performance, developing job ladders, designing job-related education, or creating work-related test instruments. (BM)

ED 149 022 CE 013 679

Gilpatrick, Eleanor

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.

Health Services Mobility Study, New York, N.Y. Spons Agency—City Coll. Research Foundation, New York, N.Y.; City Univ. of New York, N.Y. Hunter Coll.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—DOL-82-34-69-34

Note—317p; For a related document see CE 013 678

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Administrator Guides, Career Ladders, Classification, Curriculum Development, Definitions, Field Interviews, *Guidelines, *Health Occupations, Health Occupations Education, Information Processing, Information Utilization, Job Analysis, *Job Skills, Manuals, Question Answer Interviews, Skill Analysis, Systems Analysis, Systems Development, *Task Analysis, *Writing Skills

This document contains volume 2 of a four-volume report which describes the components of the Health Services Mobility Study (HSMS) method of task analysis, job ladder design, and curriculum development. Divided into nine chapters, volume 2 is a method manual directing use of the task analysis instruments. Chapter 1 covers the preparatory stages of task analysis and includes a brief HSMS glossary. Chapter 2 presents the HSMS definition of task and related concepts and rules for application of the method in the field. Chapter 3, addressed to job analysts, covers procedures for task identification and description. Chapter 4, addressed to project directors and job analysts, describes the process of writing HSMS task descriptions and task summaries and also covers review procedures. Chapter 5 presents the rules for application of the HSMS skill scales, and chapter 6 is the companion manual for analysts and also covers review procedures. Chapter 7 presents the rules for application of the HSMS knowledge classification system and knowledge scale, and chapter 8 is the companion manual for analysts, also covering review procedures. The concluding chapter, addressed to job analysts, is a manual for general field techniques for

interviewing and is used to train job analysts. (The related document, volume 1, is an introduction to the method and the basic HSMS task analysis instruments.) (BM)

ED 149 024 CE 013 739

Ford, Bill

The Educational Implications of Industrial Democracy.

New South Wales Univ., Kensington (Australia).

Pub Date—76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Continuous Learning, Conventional Instruction, Counselors, Democracy, *Democratic Values, Developed Nations, Disadvantaged Groups, *Economic Change, *Educational Change, Educational Development, Educational Innovation, Educational Trends, Industrial Education, Industrialization, Industrial Personnel, Industrial Relations, Industrial Training, International Education, Labor Unions, Open Education, Public Officials, *School Industry Relationship, School Personnel, *Social Change, Specialists, Student Participation

Identifiers—*Australia

Broad shifts in the social and economic policies of Australia's developing industrial democracy have brought about an urgent need to discuss the educational implications and related issues. Written to raise key questions and promote discussion, this paper first focuses on the educational base from which industrial democracy must develop in Australia. The author discusses the conflicting trends in Australian education which at one time encouraged participative decision-making processes through experiential learning and at other times prohibited participation through traditional, authoritarian processes. Secondly, the author identifies the critical or strategic groups which need to re-think their educational philosophies and methods if they are to accommodate a more democratic industrial society. Thirdly, the author indicates the need for new educational ideas, processes, and programs necessary for the development of recurrent education for industrial democracy. Finally, the author discusses what implications this recurrent education will have on industrial relations, particularly many long-established policies and practices. (BM)

ED 149 026 CE 013 781

Jezierski, Kathleen, Ed.

Resources in Vocational Education. Volume 10. Number 2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—94p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject

terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains seventy-one resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

ED 149 027 CE 013 846

MacManus, Susan A. Van Hightower, Nikki R.

The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.

Pub Date—Sep 77

Note—37p.; Paper presented at the annual meeting of the American Political Science Association (Washington, D.C., September 1-4, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Opportunities, Employment Opportunities, Enrollment Rate, *Enrollment Trends, Equal Opportunities (Jobs), *Federal Aid, Federal Legislation, *Females, Job Training, Labor Force, *Program Effectiveness, Sex Discrimination, Sex Role, *Sex Stereotypes, *Vocational Education, Wages

Identifiers—Comprehensive Employment and Training Act

A study was conducted to examine the impact of the vocational education related portions of the Comprehensive Employment Training Act (CETA) on occupational segregation by sex. Some of the specific questions considered follow: Is there sex segregation in vocational education programs? Do enrollment patterns show that females are concentrated in "female-stereotyped" vocational training programs? Has the pattern of enrollment changed in recent years? and Have governmental occupational information publications eliminated sex-role stereotyping? Vocational education expenditure and enrollment data for 1972 and 1975 in eight broad program areas were collected from publications of Health, Education and Welfare. Income data was also collected from the U.S. Department of Labor's "Occupational Outlook Handbook." Correlations analyses produced findings that women's progress toward equal opportunity in the job market has been minimal. Federally-sponsored training programs and the federal laws outlawing discrimination on the basis of sex have been particularly disappointing in the changes they have been able to induce. Conclusions were that change will come about, but it will be closely linked to political change, and the key is getting more women into decision-making and administrative positions who have a philosophical and moral commitment to the need for change. (Half of the report is devoted to comparison tables compiled during the study.) (BL)

ED 149 028 CE 013 857

Luckner, Barbara, Ed.

Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.

Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Trust Territory of the Pacific Islands

Pub Date—Oct 77

Contract—TT-176-88

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, Core Courses, Credit Courses, Education Courses, Federal Aid, Higher Education, Post

Secondary Education, Program Descriptions, *Special Degree Programs, *Teacher Education, *Teacher Improvement, Undergraduate Students, Undergraduate Study, *Vocational Education, *Vocational Education Teachers
Identifiers—Pacific Trust Territories

The goal of a one-year vocational education teacher training program was to upgrade the subject matter, teaching skills, and qualifications of vocational education teachers from the postsecondary Micronesian Occupational Center and the secondary schools of the districts of the Trust Territory of the Pacific Islands by facilitating the participation of seven such educators in a full-time twelve-month program of undergraduate studies and related activities in the University of Hawaii. The participants were at different stages in their progress towards a bachelor's degree in secondary education with academic majors in trade, industrial, and technical education, business education, or vocational agriculture. They took whatever courses were necessary in the general education core, professional education core, or vocational (major) area to advance towards their degree goal. By the end of the one-year program three participants had completed all requirements for the bachelor's degree and two participants had completed all requirements for an associate's degree. A participant who entered as a freshman completed thirty-one credits towards the bachelor's degree. All participants (except one) returned to their districts and are currently holding teaching or administrative positions in postsecondary and secondary institutions in the Trust Territory and the Northern Marianas. (BL)

ED 149 029 CE 013 862

Masteron, James And Others

A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky.

Pub Date—30 Jun 77

Note—160p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrative Principles, Advisory Committees, *Criterion Referenced Tests, Data Collection, Job Analysis, *Job Skills, Management, *Performance Criteria, Personnel Management, Program Planning, Public Relations, Recruitment, Scheduling, Staff Utilization, Supervisory Activities, Task Analysis, *Vocational Education, Vocational Followup

Identifiers—Kentucky

Performance objectives and criterion-referenced measures are outlined for seventy-five tasks identified as necessary to the successful performance of local vocational administrators in Kentucky. Tasks are organized under thirteen duty categories: program planning and implementation, staff recruitment, personnel development and management, scheduling staff, advisory committees, data collection and analysis, work place safety, occupational program follow-up, supervisory functions, complying with legislation, management of physical facilities and equipment, and public relations. An introductory section summarizes the activities of the research project in which the tasks were identified and the catalog compiled. Appendixes contain an annotated list of references from the state-of-the-art review conducted at the beginning of the project, and the task inventory used as a questionnaire for compiling the original competency list. (JT)

ED 149 030 CE 013 903

Gustafson, Richard A. Groves, Patricia McLlarky

How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.

Keene State Coll., N.H.

Spons Agency—New Hampshire Research Coord-

inating Unit for Vocational-Technical Education, Concord.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Needs, Employer Attitudes, Employment Interviews, *Employment Practices, *Employment Qualifications, High School Students, Individual Characteristics, Job Application, Measurement Instruments, Occupational Guidance, *Personnel Evaluation, Personnel Selection, Records (Forms), State Surveys, Vocational Education

Identifiers—*New Hampshire

Objectives of a research project were to determine current employer practices in personnel performance evaluation in New Hampshire, and to inform vocational teachers and guidance counselors of these employer practices so that they might make program or counseling service modifications to better acquaint vocational students with these practices. Interviews were conducted with twenty-three employers across the state to learn of their current procedures in employee evaluations. Also, professional meetings of personnel managers and training seminars for personnel were attended to gain perspective and insight into the tasks personnel managers are required to do. Overall findings indicated that graduates who know what they want and what they have to offer, and who cultivate human relations skills, will interview effectively and be more successful in landing a job. This report discusses the findings under three topics: how to get a job: evaluation prior to employment, how to hold a job: evaluation after employment, and the importance of work attitudes. Brief suggestions directed to vocational teachers for teaching work attitudes and interpersonal relations are included. These suggestions refer to use of the appended materials, which comprise the major portion of the report and include sample employer interview forms, employee performance evaluation forms, a listing of teacher resource materials. (BL)

ED 149 031 CE 013 927

Hull, William L. Bina, James V.

Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—77

Contract—OH-V-N-O

Note—76p.; For a related document see CE 013 926 ; Some parts of the document may not reproduce clearly due to quality of print

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adoption (Ideas), *Demonstration Projects, Diffusion, *Educational Innovation, Educational Planning, Educational Programs, Evaluation, *Federal Programs, *Information Dissemination, *Vocational Education

This report was written as a companion piece to "Increasing the Impact of Innovative Projects," proceedings of the national conference on the impact of federally-administered vocational education exemplary projects. Brief descriptions of the project's accomplishments, major activities and events, problems, publicity activities, and dissemination activities are presented, as well as a description and graphic illustration of the evaluation of the conference activities. Approximately half of the report is comprised of an appendix which includes a glossary of terms, a background paper for strategy development, samples of project publicity and dissemination

tion activities, and a sample of a follow-up project evaluation questionnaire. (BL)

ED 149 035 **CE 014 139**

Pass, J. J. Cunningham, J. W.

A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergonomic Research and Development Series Report No. 11.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-00-3-0070

Note—102p.; Some data tables may not reproduce well because of faint type. For related documents see CE 014 139-144 and CE 014 425

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Affective Behavior, Cognitive Ability, *Employment Qualifications, *Individual Characteristics, *Job Analysis, Jobs, Job Skills, Occupational Information, *Occupations, Psychomotor Skills, *Rating Scales, *Reliability, Task Analysis, Weighted Scores, Work Environment

Identifiers—Attribute Requirement Inventory, *Occupation Analysis Inventory

A study was done (1) to derive a revised set of attribute-requirement weights for the 622 work elements (descriptions of work activities and conditions) contained in the job-rating instrument, the Occupation Analysis Inventory (OAI), on the 103 human attributes descriptions (cognitive, psychomotor, and affective) in the Attribute Requirement Inventory (ARI) and determine their reliabilities, and (2) to derive a stable set of attribute-requirement estimates for a sample of 1,414 jobs using the revised weights in combination with OAI job ratings. Estimates of the requirements of the OAI work elements for the ARI attributes were obtained from fifteen judges, with each OAI work element receiving ten ratings on each of the ARI attributes. Both study objectives were realized. Substantial reliability coefficients were obtained for the attribute-requirement weights of the OAI work elements, and the reliabilities of the attribute-requirement estimates for jobs were moderate to high. (The appendix includes the rating instructions and a list of the ARI attributes, indexes of individual-group agreement for judges, attribute-requirement weights for OAI work elements, reliability estimates for the attribute-requirement ratings, titles and codes of the jobs included in the reliability analyses, and reliability coefficients of attribute-requirement estimates.) (Author/EM)

ED 149 036 **CE 014 140**

Augustin, J. W. And Others

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergonomic Research and Development Series Report No. 12.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-00-3-0070

Note—57p.; For related documents see CE 014 139-144 and CE 014 425

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Employees, *Employment Qualifications, *Job Analysis, Jobs, Job Satisfaction, Job Skills, Motivation, Needs, Occupational Information, Occupations, Personnel Data, *Predictor Variables, *Rating Scales, Task Analysis, Test Results, *Validity, *Vocational Interests, Work Environment

Identifiers—*Occupation Analysis Inventory

A study was conducted to relate the revised Occupation Analysis Inventory (OAI) interest- and need-requirement estimates for a sample of jobs to

the interest, need, and satisfaction scores of job incumbents. (The OAI is an instrument containing 622 work elements which are descriptions of work activities and conditions on which jobs and occupations are rated.) The revised set of interest- and need-requirement estimates (predictor variables) was used to derive the requirement estimates for forty-three jobs that had been previously rated on the OAI. The interest, need, and satisfaction scores for job incumbents (criterion variables) were obtained from previous administrations of the Ohio Vocational Interest Survey (OVIS), the Minnesota Importance Questionnaire (MIQ), and the Minnesota Satisfaction Questionnaire (MSQ). Correlations of the predictor variables and criterion variables indicated that the OAI attribute-requirement estimates for jobs possess demonstrated relevance to the interests, needs, and satisfactions of job incumbents. (Appended are a breakdown of the job sample by major census categories and a sample of forty-three jobs with the numbers of incumbents in related jobs completing the OVIS, MIQ, and MSQ.) (Author/EM)

ED 149 037 **CE 014 141**

Heath, W. D., III And Others

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergonomic Research and Development Series Report No. 13.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-00-3-0070

Note—83p.; For related documents see CE 014 139-144 and CE 014 425

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Aptitude, *Aptitude, Employees, *Employment Qualifications, Graduate Surveys, *Job Analysis, Jobs, *Job Skills, Occupational Information, Occupations, Personnel Data, Predictor Variables, *Rating Scales, Task Analysis, Test Results, *Test Validity, Vocational Aptitude, Vocational Followup, Vocational Schools

Identifiers—*Occupation Analysis Inventory

A study was done to determine the relationships between the revised Occupation Analysis Inventory (OAI) work-dimension scores and job ability-requirement estimates and the ability test scores of job incumbents and graduate trainees in related vocational/technical education programs. (The OAI is an instrument containing 622 work elements which are descriptions of work activities and conditions on which jobs and occupations are rated. In earlier studies, the OAI work elements were reduced to a lesser number of work-dimensions.) The worker (criterion) variable consisted of the mean General Aptitude Test Battery (GATB) scores of job incumbents in 195 occupations and the mean general vocational capability tests scores of graduate trainees in twenty-nine postsecondary occupational education programs. The occupational (predictor) criterion was derived from the OAI and consisted of work-dimension scores and ability-requirement estimates derived from OAI job ratings of all the occupations for which criterion data were obtained. Statistical analyses supported the construct validity of the OAI variables. It was concluded that the OAI work-dimension scores and job ability-requirement estimates possess demonstrated relevance to the measured abilities of job incumbents and graduate trainees. (Sample and mean scores for vocational capability data, sample for GATB data, and titles of the work dimensions are appended.) (Author/EM)

ED 149 038

CE 014 142

Boess, R. R. Cunningham, J. W.

Systematically Derived Dimensions of Human Work. Ergonomic Research and Development Series Report No. 14.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-00-3-0070

Note—368p.; Some of the appended data tables may not reproduce well because of light, broken type. For related documents see CE 014 139-144 and CE 014 425

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Analysis, Factor Analysis, *Job Analysis, Jobs, Job Skills, Occupational Clusters, Occupational Information, Occupational Surveys, *Occupations, *Performance Factors, *Rating Scales, *Reliability, Research, *Research Criteria, Tables (Data), Task Analysis, Taxonomy, Work Environment

Identifiers—*Occupation Analysis Inventory

Based upon an occupational rating instrument entitled the Occupational Analysis Inventory (OAI), this study sought to produce a more stable and interpretable set of OAI job analysis factors. The study was designed (1) to obtain OAI ratings on an additional 600 jobs and thus enlarge the sample to 1,414 jobs and (2) to derive a meaningful set of work dimensions through factor analysis of the OAI ratings of the 1,414 jobs and estimate the stability of these derived dimensions. (The OAI is an instrument containing 622 work elements which are descriptions of work activities and conditions on which jobs and occupations are related. The work elements were generated within a work context paradigm of information input, mental activities, job behavior, and job outcomes.) OAI ratings were performed on written job descriptions of a 1,414 representative job sample. Eight separate sections of OAI elements were factor analyzed, and the resultant first-order factors were, in turn, subjected to an overall (higher-order) factor analysis. These analyses produced 132 first-order and 28 general higher-order work dimensions which are readily interpretable and meaningful. Analyses of factorial stability derived from two subsamples of 707 jobs each indicated some degree of stability in the derived work dimensions. It was concluded that the OAI dimensions should be broadly representative of the kinds of activities and conditions existent in the world of work. (Author/EM)

ED 149 039

CE 014 143

Cunningham, J. W. And Others

The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergonomic Research and Development Series Report No. 15.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-00-3-0070

Note—189p.; Some of the appended statistical analysis tables may not reproduce well because of faint, broken type. For related documents see CE 014 139-144 and CE 014 425

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Employment Qualifications, Feasibility Studies, Interest Scales, *Interest Tests, Job Analysis, Jobs, Job Skills, Measurement Instruments, Occupational Information, *Occupations, Student Opinion, *Test Construction, *Test Reliability, *Vocational Interests, Work Environment

Identifiers—*Occupation Analysis Inventory

A study was done to explore the feasibility of

developing a set of activity preference (interest) scales corresponding to twenty-two second (higher) order work dimensions derived from the Occupation Analysis Inventory (OAI). (The OAI is an instrument containing 622 work elements which are descriptions of work activities and conditions on which jobs and occupations are rated.) A twenty-two scale Vocational Activity Preference Profile (VAPP-1) was developed which was comprised of activity preference items based on the activities defining the twenty-two second order work dimensions. After initial evaluation and revision, VAPP-1 was administered to a sample of 100 undergraduate students. Based on an analysis of data from the VAPP-1 administration, VAPP-2 consisting of twenty-one scales was constructed and administered to over 500 public school students in grades 9 through 12. Statistical analyses of the resultant data showed substantial item and scale reliabilities, and produced seven interpretable and reasonably stable factors. The results indicated that an ergonomic approach to interest measurement was feasible. (The appendix contains twelve of the thirty data tables included in the report along with definitions of the twenty-two interest scales, examples of scale items, instructions and response formats for VAPP-1 and 2, scale description booklet and participant report form and factor analyses of the VAPP-2 scales.) (Author/EM)

ED 149 040 **CE 014 144**

Pass, J. J. Cunningham, J. W.

Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0070

Note—215p.; Five of the appended data tables may not reproduce because of small type. For related documents see CE 014 139-144 and CE 014 425

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Cluster Grouping, *Information Systems, *Job Analysis, *Jobs, *Occupational Clusters, Occupational Guidance, Occupational Information, *Occupations, Task Analysis, Taxonomy, Vocational Counseling

Identifiers—*Occupation Analysis Inventory

A study was conducted to derive an Occupation Analysis Inventory (OAI) based hierarchical occupational cluster structure which could provide the framework and content for developing an information system applicable to occupational exploration and guidance. (The OAI is an instrument containing 622 work elements which are descriptions of work activities and conditions on which jobs and occupations are rated.) A sample of 1,414 jobs was profiled on 102 selected OAI first-order work dimensions and a pairwise job similarity matrix was computed. A hierarchical cluster analysis produced twenty-one macro clusters which subsumed eighty-eight micro clusters. Subsequent modifications of the structure expanded the major clusters to twenty-five and reduced the micro clusters to forty-seven. Statistical analyses of the macro clusters showed moderate to substantial within-cluster homogeneity, intercluster discriminability, and cluster stability. (In addition to some data analysis tables, the appendix includes a description of an envisioned OAI-based information system, profile variables for 1,414 jobs, homogeneity index to identify clusters, the jobs and work-dimensions profiles of the macro clusters, macro cluster profiles on 102 attributes, jobs within the micro clusters, and relationships among products and work units in an individualized vocational information system.) (Author/EM)

ED 149 041

Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—49p.; Parts may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Behavior Standards, Check Lists, *Criterion Referenced Tests, *Guidelines, Guides, Job Analysis, *Job Skills, Performance Based Education, *Task Analysis, Vocational Education, *Writing

Designed to provide guidance in the development of performance objectives and criterion-referenced measures, this booklet is intended for teachers, supervisory personnel, teacher trainers, and writers involved in developing performance-based instruction. To show the relationship of performance objectives and criterion-referenced measures to the total process of instructional development, the first chapter presents a model for development, beginning with occupational analysis (which reflects those tasks workers are actually doing on the job). Chapter 2 outlines procedures and guidelines for performing the task analysis (examination of each job task to determine its component behaviors). The writing of performance objectives to specify each desired competency is covered in the third chapter under these topics: rationale, terminology, concept of measurable objectives, rules for specifying behavior, types of conditions, types of standards, determining the number of objectives required for each task, and guidelines for writing. The final step, writing of criterion-referenced measures (for measuring each competency), is detailed in chapter 4, which covers the purpose of criterion-referenced measures, characteristics of good measures, and specific guidelines for development and evaluation. Also included is a chapter on developing evaluation checklists (supplementary aids to the performance objective standards for use when the specified product or process is highly subjective). A final outline of the entire process is included as a guide for edit and review. (JT)

ED 149 042

Lutz, John. Staber, Richard A.

Vocational Determination Process through School, Industry and Community Involvement. Final Report.

Central Columbia School District, Bloomsburg, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—7 Dec 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability Grouping, Academic Ability, Advisory Committees, *Career Choice, *Career Exploration, Community Involvement, High School Students, *Learning Activities, Occupational Choice, *Occupational Guidance, Paraprofessional School Personnel, *Program Effectiveness, School Industry Relationship, Senior High Schools, Student Ability, Vocational Development, Vocational Interests

Identifiers—ACT Assessment, Career Planning Program

Through a school-industry-community council strategies and procedures were developed and tested to identify the most cost effective method to provide selected students with opportunities for nontraditional counseling training and to determine the effect it had on career goal choices. The American College Testing (ACT) Career Planning Program test series was administered to 235 tenth grade students at one high school. Sets of ten matched

CE 014 148

pairs of students were chosen, the groups ranging from high to low ability. Each was then broken into a control group and a test group. Students in the test group became involved in various activities aimed at strengthening their values and attitudes toward self and work, strengthening occupational awareness, or building specific vocational skills. Geared to student needs and interests activities were pursued individually and in small groups under the direction of a vocational guidance paraprofessional. Findings of the first year included the following: (1) An analysis of variance on four measures revealed that each ability level was statistically different from the other two and that there was no systematic sex bias between levels; (2) ACT tests showed no significant differences between test and control groups on any measures; (3) the advisory committee was not effective to an acceptable degree (too large for the scope of the project), and (4) starting delay caused problems in properly training the paraprofessional. (JT)

ED 149 043

Third Party Evaluation of a Part D Exemplary Project Entitled "Experience Based Career Education."

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency—Cabell County Schools, Huntington, W. Va.; Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Career Education, *Career Exploration, Career Planning, Community Attitudes, *Field Experience Programs, Parent Attitudes, *Program Effectiveness, Program Validation, Secondary Education, Student Attitudes, Student Experience, Vocational Interests

Identifiers—*Experience Based Career Education

Evaluation of the Cabell County's (West Virginia) Program was based upon a list of program objectives directed toward improving student and community attitudes toward career education through a program of career exploration. Focus was on helping tenth grade students explore occupational interests and abilities in a school setting and at four different work sites. Through standardized tests, interviews, and surveys, information was collected from program staff, students enrolled in the program, educators within the school system, participating employers, parents of enrolled students, and project records. Findings were that the overall reaction to the program was generally positive. Gains in student test scores were not up to hypothesized standards. The short time period between data collection efforts could have caused some of the inconsistencies. As a result, a comprehensive follow-up of 1977-78 students was suggested. Fourteen recommendations included instituting a better system of rotating students between job sites, and providing students with more in-school time at the beginning of the year so that important peer relationships might develop. (Half of this report is comprised of the appendix which includes the original project objectives and outcomes, descriptions of the tests administered, employer and parent questionnaires, and a bibliography of EBCE "core materials.") (BL)

ED 149 044

[Vocational Village Staff Handbook].

Portland Public Schools, Oreg. Area III Office.

Pub Date—Feb 74

Note—167p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Alternative Schools, Curriculum Planning, *Economically Disadvantaged, Educational Alternatives, Educational Innovation, *Educationally Disadvantaged, Guides, Individualized Programs, Individual Needs, Open Education, Open Enrollment, *Program Administration, Program Guides, Records

(Forms), Secondary Education, Staff Role, *Vocational Education, *Vocational High Schools, Work Experience Programs

Identifiers—Oregon (Portland), Vocational Village
Developed by the total staff at Vocational Village (Portland, Oregon), this handbook presents the following: (1) information about Vocational Village, a unique alternative high school which offers a program dedicated to helping economically and educationally disadvantaged youth between the ages of fourteen and twenty-one become independent, responsible, and productive citizens through guidance, counseling, and an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, and placement and follow-up services; (2) a reference explaining the roles, duties, and expectations of all members of the faculty and all classified personnel; (3) an explanation of the procedures and forms necessary to process students into and out of this open-entry open-exit program; (4) a bibliography of reference books and other resources that will enable the staff to improve and update methodology and better understand educational policies; and (5) a glossary of terms that have a special or unique meaning for the school. The information is presented in five sections: (1) purpose and goals; (2) curriculum, including a sample outline of behavioral objectives for the clerical office practice unit of the clerical occupational cluster; (3) administrative procedures (admissions, registration, reporting of achievement, and program completion); (4) staff (code of profession ethics, staff improvement, staff responsibilities); and (5) forms (student enrollment and scheduling, attendance and discipline, academic achievement, conduct, transportation and safety, and miscellaneous). (BL)

ED 149 045

CE 014 177

Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12. Final Report.

Contract Research Corp., Belmont, Mass.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—30 Sep 76

Contract—OEC-0-74-0242

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Exploration, *Curriculum Development, Instructional Materials, Job Skills, Job Training, Material Development, Occupational Clusters, Occupations, Program Descriptions, *Recreation, Secondary Education, Service Occupations, *Vocational Education

In developing secondary level curriculum materials for the hospitality and recreation occupational cluster the following procedures were followed. An advisory panel was established and utilized to review preliminary plans, the draft materials, and the final curriculum. The hospitality and recreation cluster was analyzed to define its internal nature (i.e., its industries, occupations, and employers) and to develop its subclusters, e.g. travel and lodging. Information on current and projected employment was collected and examined to guide curriculum development decision making and current educational programs, curricula, and strategies were examined to avoid duplication of effort. After student outcomes, major concepts, the nature of student activities, and implementation strategies were decided upon, specific objectives, content outlines, and instructional methodologies were determined and the draft curriculum packages were designed and developed. Materials were then introduced to educators and industry representatives at a national conference to solicit feedback and develop a dissemination base. Based on field tests in three different states, materials were revised before printing and distribution. Appendixes contain field test materials including student tests for the exploration curricula and skill training curricula in four areas: lodging, travel, recreation, and sports, entertainment, and cultural

services. (JT)

ED 149 046

CE 014 179

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Note—48p.; Some parts are marginally legible due to type size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00290-8)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Employment Patterns, *Employment Programs, Family Structure, Federal Programs, *Individual Characteristics, Job Development, Job Placement, Job Training, Labor Force Non-participants, Literature Reviews, Low Income Groups, Motivation, Policy Formation, Program Administration, *Program Effectiveness, Program Evaluation, *Public Policy, Research Reviews (Publications), *Social Science Research, Unemployed, Welfare, *Welfare Recipients, Welfare Services, Work Attitudes

Identifiers—Aid to Families with Dependent Children, *Work Incentive Program

The aim of the research review reported here was to draw together empirical findings that illuminate the factors affecting Work Incentive Program (WIN) results and contribute to discussion of future welfare, work-training, and employment policies. (WIN, authorized in 1967, has sought to put people on Aid to Dependent Children (AFDC) to work through a variety of educational and training services.) Three chapters deal with research on the characteristics of welfare recipients, e.g., research on whether they share a strong work ethic and on what other factors affect their trainability and work effort. Subsequent chapters deal with what is known about the results of offering jobs to welfare recipients, the importance of family structure and personal motivation in welfare dependence, and the policy significance of the research findings when viewed in historical perspective of federal efforts to deal with welfare and unemployment. An introductory chapter briefly summarizes the whole review. It is concluded that WIN training helps certain welfare recipients improve their earnings and length of time in jobs, and that whatever policy choices are made, they should be made with awareness that the current inability to turn welfare into workfare resides primarily in limitations of the job market system and only secondarily in the characteristics of welfare recipients. (JT)

ED 149 047

CE 014 183

Barocci, Thomas A. Myers, Charles A.

CETA in Eastern Massachusetts. Final Report.

Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Nov 77

Contract—21-25-74-33;

Note—127p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Administrative Problems, City Government, City Wide Programs, Community Agencies (Public), Community Change, Cost Effectiveness, Decentralization, *Employment Programs, Employment Statistics, *Federal Programs, Governing Boards, Interagency Cooperation, Job Training, *Manpower Development, Manpower Utilization, Minority Groups, Participant Characteristics, *Program Administration, *Program Development, Program Evaluation, Program Improvement, Regional Programs, Wages

Identifiers—*Comprehensive Employment and

Training Act, Massachusetts

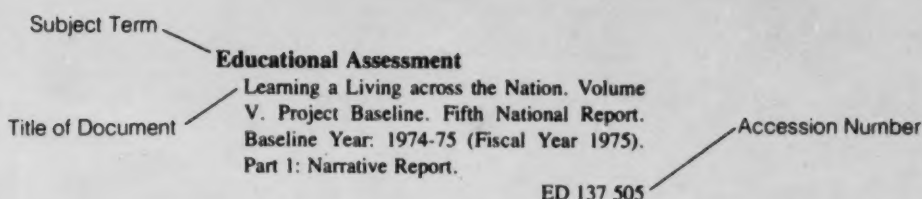
A study regarding the implementation of the Comprehensive Employment and Training Act (CETA) in four eastern Massachusetts prime sponsor areas (Cambridge, Lowell, New Bedford, and the Balance of State) was done to (1) examine the impact of the decisions made during the implementation of CETA on manpower services and institutions, program participants, and others in the community, and (2) compare manpower programs under CETA with pre-CETA centralized and categorized programs, where possible. Generalized impressions and facts gleaned from a series of prime sponsor field studies carried out over a three-year period were summarized. The primary focus of the summaries was on the issues and impacts of CETA implementation that crossed geographic areas. Several conclusions follow: (1) Administrative difficulties have occurred in most of the prime sponsors, although some problems have been worked out by the third year. (2) The involvement of elected officials in planning and implementing training programs tended to be stronger in the smaller cities than in the larger ones. (3) Coordination of other non-CETA employment and training programs with those funded under CETA has yet to come to fruition, and (4) the national funding formula handicaps the larger cities at the expense of suburban areas with lesser needs. (This report concludes with eleven recommendations for improvements in CETA.) (EM)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.



Abstracts

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

ED 147 640

Resources in Vocational Education. Volume 10. Number 1.

ED 149 015

Resources in Vocational Education. Volume 10. Number 2.

ED 149 026

Resources in Vocational Education. Volume 10. Number 3.

ED 149 017

Resources in Vocational Education. Volume 10. Number 5.

ED 147 539

Resources in Vocational Education. Volume 10. Number 6.

ED 147 612

Academic Achievement

An Experimental Program in Vocational Education at the Elementary School Level. Final Report.

ED 147 549

Pilot Course in Century 21 Shorthand. An Evaluation of the Project.

ED 147 481

Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report.

ED 147 484

Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project.

ED 147 482

Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.

ED 147 483

Accountability

Management by Objectives—State Level.

ED 147 455

Accreditation (Institutions)

Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.

ED 147 465

Addition

Monster Math.

ED 147 570

Administrative Personnel

An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.

ED 146 452

A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky.

ED 149 029

Administrative Problems

CETA in Eastern Massachusetts. Final Report.

ED 149 047

Administrator Attitudes

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.

ED 147 565

Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.

ED 147 551

Role of the Vocational Education District Supervisor in Alabama.

ED 147 538

Administrator Role

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.

ED 147 565

Organization and Management Guide for Arizona Distributive Education.

ED 147 525

Adoption (Ideas)

Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.

ED 149 031

Vocational Diffusion Assistance Project. Final Report.

ED 147 507

Adult Education

Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.

ED 147 501

Adult Educators

Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

ED 147 473

Advisory Committees

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois.

ED 147 488

Agribusiness

Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 479

Basic Principles for Agriculture and Agribusiness Education.

ED 147 477

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.

ED 147 476

Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 478

Agricultural Education

Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 479

Basic Principles for Agriculture and Agribusiness Education.

ED 147 477

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

ED 147 562

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.

ED 147 476

Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 478

Agricultural Occupations

Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.

ED 147 466

Agricultural Trends

Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 479

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.

ED 147 476

Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 478

Air Conditioning

Readings in Air Conditioning and Refrigeration.

ED 147 491

Airbrush Technology

Airbrush Technology.

ED 147 630

Alabama

Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977.

ED 147 516

Role of the Vocational Education District Supervisor in Alabama.

ED 147 538

Alternative Schools

[Vocational Village Staff Handbook].

ED 149 044

American Federation of Teachers

Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.

ED 149 012

American Indians

The Native American Career Education Project. A Final Report.

ED 147 593

Native American Career Education Project. State of the Art Study.

ED 147 594

Native American Career Education Unit. Cooperation.

ED 147 597

Native American Career Education Unit. From Idea to Product.

ED 147 598

Native American Career Education Unit. Getting Ready for Jobs.

ED 147 606

Native American Career Education Unit. Living with the Land.

ED 147 602

Native American Career Education Unit. Part of the Whole World.

ED 147 596

Native American Career Education Unit. Planning.

ED 147 604

Native American Career Education Unit. Putting It All Together.

ED 147 605

Native American Career Education Unit. Putting Your Money to Work.

ED 147 601

Native American Career Education Unit. The Career Fair.

ED 147 607

Native American Career Education Unit. The Community in Transition.

ED 147 600

Native American Career Education Unit. The Community.

ED 147 599

Native American Career Education Unit. Working for the People.

ED 147 603

Native American Career Education. A Curriculum Guide.

ED 147 595

Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977).

ED 147 536

Animal Caretakers

Exploring Small Animal Care. Teacher's Guide.

ED 147 569

Animal Science

Exploring Small Animal Care. Teacher's Guide.

ED 147 569

Annotated Bibliographies

Resources in Vocational Education. Volume 10. Number 1.

ED 149 015

Resources in Vocational Education. Volume 10. Number 2.

ED 149 026

Resources in Vocational Education. Volume 10. Number 3.

ED 149 017

Resources in Vocational Education. Volume 10. Number 5.

ED 147 539

Resources in Vocational Education. Volume 10.

Number 6.

ED 147 612

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

ED 147 480

Annual Reports

Local Education Agency Planning.

ED 147 471

Apprenticeships

National Apprenticeship Standards for Automotive Service Councils.

ED 147 646

Study of Vocational Education Involvement with Apprenticeship Programs in Illinois.

ED 147 488

Aptitude

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.

ED 149 037

Area Vocational Schools

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

ED 147 562

Information for a Vocational Education Plan. Joint Vocational School Districts.

ED 147 619

Arizona

Organization and Management Guide for Arizona Distributive Education.

ED 147 525

Articulation (Program)

A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.

ED 147 531

Audio Visual Programs

Project Explore. Final Report.

ED 147 467

Audiovisual Aids

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

ED 147 480

Australia

The Educational Implications of Industrial Democracy.

ED 149 024

Auto Mechanics

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

ED 147 480

Auto Mechanics (Occupation)

National Apprenticeship Standards for Automotive Service Councils.

ED 147 646

Readings in the Automotive Trade.

ED 147 568

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

ED 147 480

Basic Skills

Comprehensive Career Education Curriculum Guide for the Trainable.

ED 147 631

Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.

ED 147 547

Behavioral Objectives

ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.

ED 147 628

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding. Revised.

ED 147 608

Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.

ED 149 041

Exploring Small Animal Care. Teacher's Guide.

ED 147 569

Family Life Education Resource Unit. Self Concept.

ED 149 010

Family Life Education Resource Unit. Single Living.

ED 149 011

Introduction to Marketing for 9th Grade Students.

ED 147 632

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

ED 147 468

Bilingual Education

A Model for the Implementation of Bilingual Vocational Training. Final Report.

ED 147 537

Biological Sciences

Native American Career Education Unit. Living with the Land.

ED 147 602

Business

Business Ownership and Management Core Curriculum. Teacher's Guide.

ED 147 559

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

ED 147 558

Statewide Business Education Evaluation Committee.

ED 149 020

Business Administration

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

ED 147 558

Business Cycles

A Government Policy To Induce Efficient Retraining During Unemployment.

ED 147 647

Business Education

Native American Career Education Unit. Putting Your Money to Work.

ED 147 601

Statewide Business Education Evaluation Committee.

ED 149 020

Business Mathematics

Business Math in Everyday Life.

ED 147 508

Career Awareness

The House That Jill and Jack Built.

ED 149 013

Career Choice

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

ED 147 560

Vocational Determination Process through School, Industry and Community Involvement. Final Report.

Career Education

Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.

ED 147 470

Career Education Program Assessment.

ED 147 503

Comprehensive Career Education Curriculum Guide for the Trainable.

ED 147 631

A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.

ED 147 531

Conecuh County Experienced-Based Career Education. Interim Report.

ED 147 527

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.

ED 146 457

Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.

ED 147 547

Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.

ED 147 566

An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.

ED 147 621

Experienced-Based Career Education, Part D, 13.502. First Interim Report.

ED 147 524

The House That Jill and Jack Built.

ED 149 013

Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.

ED 147 637

An Integrated Curriculum for Chronic Disruptive Youth.

ED 147 504

The Native American Career Education Project. A Final Report.

ED 147 593

Native American Career Education Project. State of the Art Study.

ED 147 594

Native American Career Education Unit. Cooperation.

ED 147 597

Native American Career Education Unit. From Idea to Product.

ED 147 598

Native American Career Education Unit. Getting Ready for Jobs.

ED 147 606

Native American Career Education Unit. Living with the Land.

ED 147 602

Native American Career Education Unit. Part of the Whole World.

ED 147 596

Native American Career Education Unit. Planning.

ED 147 604

Native American Career Education Unit. Putting It All Together.

ED 147 605

Native American Career Education Unit. Putting Your Money to Work.

ED 147 601

Native American Career Education Unit. The Career Fair.

ED 147 607

Native American Career Education Unit. The

Community in Transition.

ED 147 600

Native American Career Education Unit. The Community.

ED 147 599

Native American Career Education Unit. Working for the People.

ED 147 603

Native American Career Education. A Curriculum Guide.

ED 147 595

Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.

ED 149 012

Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.

ED 147 546

Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.

ED 147 526

Resources in Vocational Education. Volume 10. Number 1.

ED 149 015

Resources in Vocational Education. Volume 10. Number 2.

ED 149 026

Resources in Vocational Education. Volume 10. Number 3.

ED 149 017

Resources in Vocational Education. Volume 10. Number 5.

ED 147 539

Resources in Vocational Education. Volume 10. Number 6.

ED 147 612

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

ED 147 560

Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.

ED 146 456

Vocational Education: An Opportunity for the Gifted and the Talented Students.

ED 146 454

Career Exploration

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

ED 147 558

Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.

ED 147 641

Construction Technology. Curriculum Guide.

ED 147 463

Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12. Final Report.

ED 149 045

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

ED 147 534

Energy and Power Technology. Curriculum Guide.

ED 147 464

Evaluation Design for Clusters Approach to Career Education (CACO).

ED 147 634

An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.

ED 147 621

Graphic Communications. Curriculum Guide.

ED 147 461

- Insights into Industry and Technology. Curriculum Guide. ED 147 648
- Introduction to Marketing for 9th Grade Students. ED 147 632
- Manufacturing Technology. Curriculum Guide. ED 147 462
- Native American Career Education Unit. Getting Ready for Jobs. ED 147 606
- North Dakota Industrial Arts. Introduction. Curriculum Guide. Level 1. ED 147 460
- Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year. ED 147 622
- Project Explore. Final Report. ED 147 467
- Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project. ED 147 635
- A Rationale and Structure for "A World of Choice: Careers and You." ED 147 615
- San Antonio Experience Based Career Education Demonstration Project. Annual Final Report. ED 147 623
- Third Party Evaluation of a Part D Exemplary Project Entitled "Experience Based Career Education." ED 149 043
- Vocational Determination Process through School, Industry and Community Involvement. Final Report. ED 149 042
- A World of Choice-Careers and You. Student Workbook. ED 147 614
- A World of Choice-Careers and You. Teacher's Guide. ED 147 613
- Career Opportunities**
- Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977. ED 147 516
- Career Planning**
- Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977. ED 147 516
- Native American Career Education Unit. Planning. ED 147 604
- A Rationale and Structure for "A World of Choice: Careers and You." ED 147 615
- Case Records**
- Information for a Vocational Education Plan. Contracting Districts. ED 147 618
- Information for a Vocational Education Plan. Individual School Districts. ED 147 617
- Information for a Vocational Education Plan. Joint Vocational School Districts. ED 147 619
- Century 21 Shorthand**
- Pilot Course in Century 21 Shorthand. An Evaluation of the Project. ED 147 481
- Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report. ED 147 484
- Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project. ED 147 482
- Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project. ED 147 483
- Changing Attitudes**
- Job Values and Early Employment Experiences: A Longitudinal Study. ED 147 456
- Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation. ED 147 515
- Child Care**
- The Child-Care Teacher Aide-A Guide for Teachers. ED 147 492
- Child Care Workers**
- The Child-Care Teacher Aide-A Guide for Teachers. ED 147 492
- Chronic Disruptive Youth**
- An Integrated Curriculum for Chronic Disruptive Youth. ED 147 504
- Classification**
- The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume I. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System. ED 149 021
- Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104. ED 146 458
- Cluster Grouping**
- Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16. ED 149 040
- Colorado**
- A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report. ED 147 458
- Communication Skills**
- Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report. ED 147 567
- A Model for the Implementation of Bilingual Vocational Training. Final Report. ED 147 537
- Communications**
- Graphic Communications. Curriculum Guide. ED 147 461
- Community Agencies (Public)**
- The Implementation of CETA in Boston, 1974-77. Final Report. ED 147 642
- Community Colleges**
- Procedures for Community College Planning and Curriculum Development. ED 147 522
- Community Development**
- Native American Career Education Unit. The Community in Transition. ED 147 600
- Community Involvement**
- Native American Career Education Unit. Part of the Whole World. ED 147 596
- Community Resources**
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization. ED 147 451
- Community Role**
- Native American Career Education Unit. The Community. ED 147 599
- Community Surveys**
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization. ED 147 451
- Comprehensive Employment and Training Act**
- CETA in Eastern Massachusetts. Final Report. ED 149 047
- The Implementation of CETA in Boston, 1974-77. Final Report. ED 147 642
- Computer Oriented Programs**
- A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report. ED 147 542
- Conferences**
- Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977). ED 147 536
- Consortia**
- A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report. ED 147 531
- Construction (Process)**
- Construction Technology. Curriculum Guide. ED 147 463
- Consumer Education**
- Business Math in Everyday Life. ED 147 508
- Continuous Learning**
- Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues. ED 149 012
- Cooperative Education**
- ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education. ED 147 628
- An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977. ED 147 545
- Organization and Management Guide for Arizona Distributive Education. ED 147 525
- Cooperative Planning**
- Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970). ED 147 506
- Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. ED 147 488
- Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32. ED 147 636

Cooperative Programs

Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.

ED 147 466

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.

ED 147 469

Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.

ED 147 622

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

ED 147 623

Core Curriculum

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.

ED 147 469

Correctional Education

Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.

ED 147 475

Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.

ED 147 530

Correctional Rehabilitation

Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.

ED 147 475

Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.

ED 147 530

Corrective Institutions

Rethinking Correctional Staff Development.

ED 147 474

Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.

ED 147 530

Correspondence Schools

Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.

ED 147 465

Counseling Services

Eradicating Sexism in Vocational Education. Final Report.

ED 147 564

Criterion Referenced Tests

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding. Revised.

ED 147 608

A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky.

ED 149 029

Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.

ED 149 041

Cultural Background

Native American Career Education Unit. The Community in Transition.

ED 147 600

Curriculum Design

A Rationale and Structure for "A World of Choice: Careers and You."

ED 147 615

Curriculum Development

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

ED 147 558

Competency Based Curricula Development for the Mining and Related Industries. Final Report.

ED 147 509

Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12. Final Report.

ED 149 045

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.

ED 146 457

Evaluation Design for Clusters Approach to Career Education (CACO).

ED 147 634

Guidelines for Obtaining & Using Data in Vocational Program Planning.

ED 147 520

Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level.

ED 147 519

Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.

ED 147 518

The Native American Career Education Project. A Final Report.

ED 147 593

Native American Career Education Project. State of the Art Study.

ED 147 594

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.

ED 147 469

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.

ED 147 476

Word Processing Curriculum Guide.

ED 147 493

Curriculum Evaluation

Career Education Program Assessment.

ED 147 503

Curriculum Planning

Procedures for Community College Planning and Curriculum Development.

ED 147 522

Daily Living Skills

Business Math in Everyday Life.

ED 147 508

Data Bases

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

ED 147 458

Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.

ED 147 548

Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104.

ED 146 458

Data Collection

Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.

ED 147 533

Decision Making Skills

Native American Career Education Unit. Planning.

ED 147 604

Democratic Values

The Educational Implications of Industrial Democracy.

ED 149 024

Demography

Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

ED 147 473

Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.

ED 147 517

Demonstration Programs

Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.

ED 147 533

Vocational Diffusion Assistance Project. Final Report.

ED 147 507

Demonstration Projects

Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.

ED 149 031

Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.

ED 147 571

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

ED 147 640

Developing Nations

Centralized Workshops in Singapore. Education and Work 1.

ED 147 443

Dictaphones

Dictaphone Cassette. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

ED 147 655

Diffusion

Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.

ED 147 571

Disadvantaged Groups

Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).

ED 147 506

Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.

ED 147 501

Disadvantaged Youth

ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.

ED 147 628

Disease Control

Exploring Small Animal Care. Teacher's Guide.

ED 147 569

Distributive Education

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

Introduction to Marketing for 9th Grade Students.

- ED 147 632
A Marketing and Distribution Curriculum Guide.
- ED 147 629
Organization and Management Guide for Arizona Distributive Education.
- ED 147 525
Drafting
Graphic Communications. Curriculum Guide.
- ED 147 461
East Central Curriculum Management Center II
ECCMC Evaluation Report.
- ED 147 552
Ecology
Native American Career Education Unit. Living with the Land.
- ED 147 602
Economic Change
Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).
- ED 147 479
The Educational Implications of Industrial Democracy.
- ED 149 024
Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).
- ED 147 478
Economic Disadvantage
Women with Low Incomes.
- ED 147 645
Economic Education
Native American Career Education Unit. From Idea to Product.
- ED 147 598
Native American Career Education Unit. The Community.
- ED 147 599
Economically Disadvantaged
[Vocational Village Staff Handbook].
- ED 149 044
Educable Mentally Handicapped
A Work Experience Video Tape Satellite Project for EMR Students. Final Report.
- ED 147 620
Educational Accountability
A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.
- ED 147 542
Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.
- ED 147 475
Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.
- ED 147 571
Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.
- ED 147 465
A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.
- ED 147 576
Educational Alternatives
Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.
- ED 147 641
A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.
- ED 147 534
Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.
- ED 147 566
An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.
- ED 147 621
Experienced-Based Career Education, Part D, 13.502. First Interim Report.
- ED 147 524
Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.
- ED 147 546
Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.
- ED 147 526
Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.
- ED 147 622
Educational Assessment
Career Education Program Assessment.
- ED 147 503
Educational Change
The Educational Implications of Industrial Democracy.
- ED 149 024
Educational Coordination
A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.
- ED 147 531
National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.
- ED 147 472
Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32.
- ED 147 636
Educational Experience
Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.
- ED 147 540
Educational Finance
Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.
- ED 147 517
Educational Innovation
Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
- ED 149 031
Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.
- ED 147 571
Educational Needs
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume I. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.
- ED 149 021
Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.
- ED 147 637
Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
- ED 147 473
Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.
- ED 147 517
Educational Objectives
Basic Principles for Agriculture and Agribusiness Education.
- ED 147 477
Educational Opportunities
Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977.
- ED 147 516
Educational Philosophy
Basic Principles for Agriculture and Agribusiness Education.
- ED 147 477
A Rationale and Structure for "A World of Choice: Careers and You."
- ED 147 615
Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.
- ED 147 476
Educational Planning
A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.
- ED 147 494
Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.
- ED 147 637
Information for a Vocational Education Plan. Contracting Districts.
- ED 147 618
Information for a Vocational Education Plan. Individual School Districts.
- ED 147 617
Information for a Vocational Education Plan. Joint Vocational School Districts.
- ED 147 619
Instructions for Completing the Vocational Education Reporting/Planning Form.
- ED 147 616
Local Education Agency Planning.
- ED 147 471
National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.
- ED 147 472
Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.
- ED 147 530

Educational Policy

Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the APT Task Force on Educational Issues.

ED 149 012

Educational Research

Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.

ED 149 014

Educational Resources

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

ED 147 544

Word Processing Curriculum Guide.

ED 147 493

Educational Responsibility

Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.

ED 147 530

Educational Strategies

Native American Career Education Project. State of the Art Study.

ED 147 594

Native American Career Education. A Curriculum Guide.

ED 147 595

Educational Trends

Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 479

Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).

ED 147 478

Educationally Disadvantaged

[Vocational Village Staff Handbook].

ED 149 044

Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).

ED 147 506

Electric Circuits

Basic Electricity. Part 1.

ED 147 624

Electrical Systems

Basic Electricity. Part 4.

ED 147 627

Electricity

Basic Electricity. Part 1.

ED 147 624

Basic Electricity. Part 2.

ED 147 625

Basic Electricity. Part 3.

ED 147 626

Basic Electricity. Part 4.

ED 147 627

Elementary School Students

An Experimental Program in Vocational Education at the Elementary School Level. Final Report.

ED 147 549

Employer Attitudes

Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report.

ED 147 567

Employment Experience

Job Values and Early Employment Experiences: A Longitudinal Study.

ED 147 456

Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.

ED 147 540

Employment Patterns

An Empirical Analysis of the Voluntary Part-Time Labor Market.

ED 147 643

Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.

ED 147 540

Employment Practices

An Empirical Analysis of the Voluntary Part-Time Labor Market.

ED 147 643

How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.

ED 149 030

Employment Problems

Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32.

ED 147 636

Employment Programs

CETA in Eastern Massachusetts. Final Report.

ED 149 047

The Implementation of CETA in Boston, 1974-77. Final Report.

ED 147 642

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

ED 149 046

Employment Projections

An Analysis of Cluster Program Needs in the Portland Public Schools.

ED 147 521

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

ED 147 448

Statewide Business Education Evaluation Committee.

ED 149 020

Employment Qualifications

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.

ED 149 037

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.

ED 149 036

How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.

ED 149 030

Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs.

ED 146 451

Native American Career Education Unit. Getting Ready for Jobs.

ED 147 606

A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.

Employment Statistics

Women: The Path to Equal Employment. Research Report No. 56.

ED 147 611

Employment Trends

Women: The Path to Equal Employment. Research Report No. 56.

ED 147 611

Energy

Energy and Power Technology. Curriculum Guide.

ED 147 464

Enrollment Rate

An Analysis of Cluster Program Needs in the Portland Public Schools.

ED 147 521

Enrollment Trends

The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.

ED 149 027

Environmental Education

Native American Career Education Unit. Living with the Land.

ED 147 602

Equal Opportunities (Jobs)

Eradicating Sexism in Vocational Education. Final Report.

ED 147 564

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

ED 147 560

Women: The Path to Equal Employment. Research Report No. 56.

ED 147 611

Equipment Evaluation

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.

ED 147 450

Equipment Maintenance

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

ED 147 468

Equipment Utilization

A B Dick Model 555. Mimeograph Stencil Printer. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

ED 147 654

Dictaphone Cassette. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

ED 147 655

Evaluation

Investigation of Characteristics of Vocational Education Research Grant Applications and Their Relationship to Evaluator Ratings of Quality.

ED 149 019

Evaluation Criteria

Investigation of Characteristics of Vocational Education Research Grant Applications and Their Relationship to Evaluator Ratings of Quality.

ED 149 019

Evaluation Methods

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE.

ED 147 447

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

- ED 147 448
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.
- ED 147 449
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.
- ED 147 450
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization.
- ED 147 451
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.
- ED 147 452
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.
- ED 147 453
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.
- ED 147 454
Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.
- ED 147 445
Evaluation Design for Clusters Approach to Career Education (CACO).
- ED 147 634
Management by Objectives-State Level.
- ED 147 455
Responsible Vocational Education through Data-Based Locally Directed Evaluation. A Guide for Teachers, Supervisors, and Administrators.
- ED 147 446
- Exceptional Persons**
Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.
- ED 147 556
- Experience Based Career Education**
Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.
- ED 147 641
A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.
- ED 147 534
Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.
- ED 147 547
Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.
- ED 147 566
An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.
- ED 147 621
Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.
- ED 147 528
Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.
- ED 147 622
San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.
- ED 147 623
Third Party Evaluation of a Part D Exemplary Project Entitled "Experience Based Career Education."
- ED 149 043
- Experienced Based Career Education**
Conecuh County Experienced-Based Career Education. Interim Report.
- ED 147 527
Experienced-Based Career Education, Part D, 13.502. First Interim Report.
- ED 147 524
Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.
- ED 147 546
Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.
- ED 147 526
- Expositions**
Native American Career Education Unit. The Career Fair.
- ED 147 607
- Family Influence**
Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.
- ED 147 540
- Family Life**
Family Life Education Transparencies.
- ED 149 009
- Family Management**
Native American Career Education Unit. Putting Your Money to Work.
- ED 147 601
- Family Relationship**
Family Life Education Transparencies.
- ED 149 009
- Federal Aid**
The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.
- ED 149 027
- Federal Government**
A Government Policy To Induce Efficient Retraining During Unemployment.
- ED 147 647
- Federal Programs**
CETA in Eastern Massachusetts. Final Report.
- ED 149 047
Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
- ED 149 031
Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.
- ED 149 012
Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977).
- ED 147 536
- Females**
The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.
- ED 149 027
Women with Low Incomes.
- ED 147 645
- Field Experience Programs**
Third Party Evaluation of a Part D Exemplary Project Entitled "Experience Based Career Education."
- ED 149 043
- Finance Reform**
Financing Vocational Education in Vermont. Final Report.
- ED 147 554
- Financial Policy**
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.
- ED 147 454
Financing Vocational Education in Vermont. Final Report.
- ED 147 554
- Florida**
Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.
- ED 147 445
- Followup Studies**
Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.
- ED 147 533
A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
- ED 141 369
A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.
- ED 147 576
- Food Service Industry**
Introduction to Marketing for 9th Grade Students.
- ED 147 632
- Fused Curriculum**
Comprehensive Career Education Curriculum Guide for the Trainable.
- ED 147 631
The Native American Career Education Project. A Final Report.
- ED 147 593
Native American Career Education. A Curriculum Guide.
- ED 147 595
- Gifted**
Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.
- ED 146 457
Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.
- ED 146 455
Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.
- ED 146 456
Vocational Education: An Opportunity for the Gifted and the Talented Students.
- ED 146 454
- Government (Administrative Body)**
Native American Career Education Unit. Working for the People.
- ED 147 603
- Government Role**
A Government Policy To Induce Efficient Retraining During Unemployment.
- ED 147 647
Native American Career Education Unit. Working for the People.
- ED 147 603
Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.
- ED 147 465

Grade 9

- Project Explore. Final Report.
ED 147 467

Graduate Surveys

- A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
ED 141 369

Graphic Arts

- Airbrush Technology.
ED 147 630
Graphic Communications. Curriculum Guide.
ED 147 461

Gregg Shorthand

- Pilot Course in Century 21 Shorthand. An Evaluation of the Project.
ED 147 481
Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report.
ED 147 484
Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project.
ED 147 482
Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.
ED 147 483

Group Relations

- Native American Career Education Unit. Cooperation.
ED 147 597
Native American Career Education Unit. Part of the Whole World.
ED 147 596

Guidance Personnel

- An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.
ED 147 532

Guidelines

- Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.
ED 149 041
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.
ED 149 022
Instructions for Completing the Vocational Education Reporting/Planning Form.
ED 147 616

Hand Tools

- Airbrush Technology.
ED 147 630
Basic Electricity. Part 1.
ED 147 624
The House That Jill and Jack Built.
ED 149 013

Handicapped Students

- ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.
ED 147 628
Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.
ED 147 550
Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.
ED 147 501

Heads of Households

- Women with Low Incomes.
ED 147 645

Health Facilities

- Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.
ED 147 553

Health Occupations

- The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 1. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.
ED 149 021
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.
ED 149 022

Health Occupations Education

- Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.
ED 147 469

High School Curriculum

- An Integrated Curriculum for Chronic Disruptive Youth.
ED 147 504

High School Graduates

- A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
ED 141 369
Job Values and Early Employment Experiences: A Longitudinal Study.
ED 147 456

High School Students

- Job Values and Early Employment Experiences: A Longitudinal Study.
ED 147 456

History

- Native American Career Education Unit. The Community.
ED 147 599

Home Economics Teachers

- Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.
ED 147 556

Home Health Aides

- Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.
ED 147 553

Human Development

- An Experimental Program in Vocational Education at the Elementary School Level. Final Report.
ED 147 549

Illinois

- Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.
ED 147 548
Study of Vocational Education Involvement with Apprenticeship Programs in Illinois.
ED 147 488

Individual Characteristics

- A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergonomic Research and Development Series Report No. 11.
ED 149 035

- The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.
ED 149 046

Individual Development

- San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.
ED 147 623

Individual Needs

- Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.
ED 147 475

Individualized Curriculum

- An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.
ED 147 656

Individualized Instruction

- Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.
ED 146 456

Industrial Arts

- Construction Technology. Curriculum Guide.
ED 147 463
Energy and Power Technology. Curriculum Guide.
ED 147 464
Graphic Communications. Curriculum Guide.
ED 147 461
Insights into Industry and Technology. Curriculum Guide.
ED 147 648
Manufacturing Technology. Curriculum Guide.
ED 147 462
North Dakota Industrial Arts. Introduction. Curriculum Guide. Level 1.
ED 147 460

Industrial Education

- North Dakota Industrial Arts. Introduction. Curriculum Guide. Level 1.
ED 147 460

Industrial Technology

- Insights into Industry and Technology. Curriculum Guide.
ED 147 648

Information Dissemination

- ECCMC Evaluation Report.
ED 147 552
Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
ED 149 031
Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.
ED 147 571
Vocational Diffusion Assistance Project. Final Report.
ED 147 507

Information Sources

- Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104.
ED 146 458

Information Systems

Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977.

ED 147 516

Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.

ED 147 518

Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16.

ED 149 040

Information Utilization

ECCMC Evaluation Report.

ED 147 552

Guidelines for Obtaining & Using Data in Vocational Program Planning.

ED 147 520

Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.

ED 147 518

Inservice Education

An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.

ED 147 532

Inservice Programs

Rethinking Correctional Staff Development.

ED 147 474

Inservice Teacher Education

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.

ED 147 505

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

ED 147 635

Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.

ED 147 556

Institutional Personnel

Rethinking Correctional Staff Development.

ED 147 474

Instructional Materials

Native American Career Education Project. State of the Art Study.

ED 147 594

Instructional Materials Centers

ECCMC Evaluation Report.

ED 147 552

Instructor Coordinators

An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.

ED 147 545

Integrated Activities

ACCEPT: Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.

ED 147 628

Integrated Curriculum

Centralized Workshops in Singapore. Education and Work I.

ED 147 443

An Integrated Curriculum for Chronic Disruptive Youth.

ED 147 504

Interaction

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

ED 147 458

Interagency Planning

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

ED 147 562

Interest Tests

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.

ED 147 449

The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15.

ED 149 039

Interinstitutional Cooperation

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

ED 147 562

Internship Programs

Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.

ED 147 466

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.

ED 147 505

Interpersonal Relationship

Family Life Education Resource Unit. Single Living.

ED 149 011

Interviews

An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.

ED 147 532

Iowa

Basic Principles for Agriculture and Agribusiness Education.

ED 147 477

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

ED 147 562

Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.

ED 147 476

A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.

ED 147 561

Job Analysis

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.

ED 149 037

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.

ED 149 036

Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report

No. 16.

ED 149 040

A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.

ED 149 035

Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.

ED 149 038

Job Application

CARE Kit: Combining Activities with Real Experiences.

ED 147 457

Job Placement

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

ED 147 495

Job Satisfaction

Job Values and Early Employment Experiences: A Longitudinal Study.

ED 147 456

Job Skills

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.

ED 149 037

A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky.

ED 149 029

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.

ED 147 452

Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.

ED 149 041

Exploring Small Animal Care. Teacher's Guide.

ED 147 569

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.

ED 149 022

An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.

ED 147 656

Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs.

ED 146 451

Role of the Vocational Education District Supervisor in Alabama.

ED 147 538

The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.

ED 149 018

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

ED 147 468

Word Processing Curriculum Guide.

ED 147 493

Job Training

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

ED 147 494

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

ED 147 495

The Implementation of CETA in Boston, 1974-77. Final Report.

ED 147 642

Labor Market

An Empirical Analysis of the Voluntary Part-Time Labor Market.

ED 147 643

Labor Supply

An Analysis of Cluster Program Needs in the Portland Public Schools.

ED 147 521

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

ED 147 458

Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.

ED 147 548

Labor Unions

Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.

ED 149 012

Language Arts

Comprehensive Career Education Curriculum Guide for the Trainable.

ED 147 631

Learning Activities

Airbrush Technology.

ED 147 630

CARE Kit: Combining Activities with Real Experiences.

ED 147 457

Construction Technology. Curriculum Guide.

ED 147 463

Energy and Power Technology. Curriculum Guide.

ED 147 464

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

ED 147 544

Family Life Education Resource Unit. Self Concept.

ED 149 010

Family Life Education Resource Unit. Single Living.

ED 149 011

From Autos To Stereos. A Collection of Readings.

ED 147 633

Graphic Communications. Curriculum Guide.

ED 147 461

The House That Jill and Jack Built.

ED 149 013

Insights into Industry and Technology. Curriculum Guide.

ED 147 648

Introduction to Marketing for 9th Grade Students.

ED 147 632

Manufacturing Technology. Curriculum Guide.

ED 147 462

A Marketing and Distribution Curriculum Guide.

Monster Math.

ED 147 629

Native American Career Education Unit. Cooperation.

ED 147 570

Native American Career Education Unit. From Idea to Product.

ED 147 598

Native American Career Education Unit. Getting Ready for Jobs.

ED 147 606

Native American Career Education Unit. Living with the Land.

ED 147 602

Native American Career Education Unit. Part of the Whole World.

ED 147 596

Native American Career Education Unit. Planning.

ED 147 604

Native American Career Education Unit. Putting It All Together.

ED 147 605

Native American Career Education Unit. Putting Your Money to Work.

ED 147 601

Native American Career Education Unit. The Career Fair.

ED 147 607

Native American Career Education Unit. The Community in Transition.

ED 147 600

Native American Career Education Unit. The Community.

ED 147 599

Native American Career Education Unit. Working for the People.

ED 147 603

Readings in the Automotive Trade.

ED 147 568

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

ED 147 468

Vocational Determination Process through School, Industry and Community Involvement. Final Report.

ED 149 042

Word Processing Curriculum Guide.

ED 147 493

A World of Choice-Careers and You. Student Workbook.

ED 147 614

A World of Choice-Careers and You. Teacher's Guide.

ED 147 613

Learning Laboratories

An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.

ED 147 656

Learning Modules

Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.

ED 147 553

Lesson Plans

Business Ownership and Management Core Curriculum. Teacher's Guide.

ED 147 559

Life Style

Family Life Education Resource Unit. Single Living.

ED 149 011

Louisiana

A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.

ED 147 542

Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.

ED 147 551

Low Income Groups

Women with Low Incomes.

ED 147 645

Lumber Industry

Native American Career Education Unit. From Idea to Product.

ED 147 598

Machine Repairmen

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

ED 147 468

Magnets

Basic Electricity. Part 2.

ED 147 625

Management

Business Ownership and Management Core Curriculum. Teacher's Guide.

ED 147 559

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

ED 147 558

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.

ED 147 565

Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.

ED 147 553

Management by Objectives

Management by Objectives-State Level.

ED 147 455

Management Information Systems

A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.

ED 147 542

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

ED 147 495

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

ED 147 458

Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.

ED 147 548

Manipulative Materials

Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.

ED 147 550

Manpower Development

CETA in Eastern Massachusetts. Final Report.

ED 149 047

Manpower Needs

An Analysis of Cluster Program Needs in the Portland Public Schools.

ED 147 521

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

ED 147 458

Guidelines for Obtaining & Using Data in Vocational Program Planning.

ED 147 520

Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.

ED 147 548

Procedures for Community College Planning and Curriculum Development.

ED 147 522

Manufacturing

Insights into Industry and Technology. Curriculum Guide.

ED 147 648

Manufacturing Technology. Curriculum Guide.

ED 147 462

Marketing

Business Ownership and Management Core Curriculum. Teacher's Guide.

ED 147 559

Introduction to Marketing for 9th Grade Students.

ED 147 632

A Marketing and Distribution Curriculum Guide.

ED 147 629

Massachusetts

An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.

ED 146 452

Material Development

An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.

ED 147 656

A Work Experience Video Tape Satellite Project for EMR Students. Final Report.

ED 147 620

Mathematical Models

An Empirical Analysis of the Voluntary Part-Time Labor Market.

ED 147 643

Measurement

Basic Electricity. Part 3.

ED 147 626

Medical Technologists

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.

ED 147 469

Mentally Handicapped

Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.

ED 147 637

Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs.

ED 146 451

Merchandising

A Marketing and Distribution Curriculum Guide.

ED 147 629

Microcounseling

An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.

ED 147 532

Mimeograph Machines

A B Dick Model 555. Mimeograph Stencil Printer. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

ED 147 654

Mining

Competency Based Curricula Development for the Mining and Related Industries. Final Report.

ED 147 509

Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.

ED 147 468

Minnesota

Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.

ED 147 556

Minority Groups

Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.

ED 147 501

Models

Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.

ED 147 533

Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level.

ED 147 519

Procedures for Community College Planning and Curriculum Development.

ED 147 522

Money Management

Business Math in Everyday Life.

ED 147 508

Business Ownership and Management Core Curriculum. Teacher's Guide.

ED 147 559

Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.

ED 147 558

Native American Career Education Unit. Putting Your Money to Work.

ED 147 601

National Home Study Council

Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.

ED 147 465

Needs Assessment

An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.

ED 146 452

An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.

ED 147 545

Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.

ED 147 517

New Hampshire

How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.

ED 149 030

New York

Statewide Business Education Evaluation Committee.

ED 149 020

New York (New York)

A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

ED 147 494

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

ED 147 495

Nutrition Instruction

Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.

ED 147 553

Objectives

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component I. Organizing for DBLDE.

ED 147 447

Occupation Analysis Inventory

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.

ED 149 037

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.

ED 149 036

The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15.

ED 149 039

Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16.

ED 149 040

A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.

ED 149 035

Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.

ED 149 038

Occupational Choice

Project Explore. Final Report.

ED 147 467

Occupational Clusters

An Analysis of Cluster Program Needs in the Portland Public Schools.

ED 147 521

Evaluation Design for Clusters Approach to Career Education (CACO).

ED 147 634

Native American Career Education Unit. Putting It All Together.

- Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16. ED 147 605
- A World of Choice-Careers and You. Student Workbook. ED 149 040
- A World of Choice-Careers and You. Teacher's Guide. ED 147 614
- ED 147 613
- Occupational Guidance**
- A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx. ED 147 495
- An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77. ED 147 621
- An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists. ED 147 532
- A Model for the Implementation of Bilingual Vocational Training. Final Report. ED 147 537
- Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues. ED 149 012
- Vocational Determination Process through School, Industry and Community Involvement. Final Report. ED 149 042
- Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors. ED 146 455
- Occupational Home Economics**
- Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report. ED 147 551
- Occupational Information**
- Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977. ED 147 516
- CARE Kit: Combining Activities with Real Experiences. ED 147 457
- Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs. ED 146 451
- Native American Career Education Unit. Getting Ready for Jobs. ED 147 606
- Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104. ED 146 458
- Occupations**
- The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15. ED 149 039
- Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16. ED 149 040
- A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11. ED 149 035
- Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14. ED 149 038
- Office Machines**
- A B Dick Model 555. Mimeograph Stencil Printer. An Individualized Model for a Differentiated Secretarial Single Skills Lab. ED 147 654
- Dictaphone Cassette. An Individualized Model for a Differentiated Secretarial Single Skills Lab. ED 147 655
- Office Management**
- Exploring Small Animal Care. Teacher's Guide. ED 147 569
- Office Occupations Education**
- An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report. ED 147 656
- Ohio**
- Local Education Agency Planning. ED 147 471
- Older Adults**
- Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14. ED 147 553
- Oregon**
- Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report. ED 147 518
- Oregon (Portland)**
- An Analysis of Cluster Program Needs in the Portland Public Schools. ED 147 521
- Organizational Effectiveness**
- Management by Objectives-State Level. ED 147 455
- Paramedical Occupations**
- The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9: Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10. ED 149 018
- Parent Role**
- Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129. ED 147 560
- Part Time Jobs**
- An Empirical Analysis of the Voluntary Part-Time Labor Market. ED 147 643
- Pennsylvania**
- Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations, Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14. ED 147 553
- Pennsylvania's Abstracts of Research and Related Materials in Vocational Education. ED 147 640
- Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3. ED 147 473
- Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation. ED 147 515
- Performance Based Education**
- Competency Based Curricula Development for the Mining and Related Industries. Final Report. ED 147 509
- Performance Criteria**
- Career Education Program Assessment. ED 147 503
- A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky. ED 149 029
- Performance Factors**
- Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14. ED 149 038
- Performance Tests**
- Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report. ED 147 550
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies. ED 147 452
- Personnel Evaluation**
- How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education. ED 149 030
- Personnel Management**
- Business Ownership and Management Core Curriculum. Teacher's Guide. ED 147 559
- Personnel Needs**
- An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV. ED 146 452
- Planning**
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE. ED 147 447
- Policy Formation**
- A Government Policy To Induce Efficient Retraining During Unemployment. ED 147 647
- Study of Vocational Education Involvement with Apprenticeship Programs in Illinois. ED 147 488
- Post Secondary Education**
- Eradicating Sexism in Vocational Education. Final Report. ED 147 564
- Power Mechanics**
- Energy and Power Technology. Curriculum Guide. ED 147 464

Prediction

An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.

ED 146 452

Predictor Variables

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.

ED 149 036

Pilot Course in Century 21 Shorthand. An Evaluation of the Project.

ED 147 481

Preservice Education

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.

ED 147 505

Problems

Family Life Education Resource Unit. Single Living.

ED 149 011

Professional Education

Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.

ED 147 470

Professional Training

Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.

ED 147 470

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.

ED 147 565

Local Education Agency Planning.

ED 147 471

Program Administration

[Vocational Village Staff Handbook].

ED 149 044

CETA in Eastern Massachusetts. Final Report.

ED 149 047

The Implementation of CETA in Boston, 1974-77. Final Report.

ED 147 642

Native American Career Education. A Curriculum Guide.

ED 147 595

Organization and Management Guide for Arizona Distributive Education.

ED 147 525

Program Attitudes

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

ED 147 534

Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.

ED 147 547

Program Budgeting

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.

ED 147 454

Program Descriptions

Native American Career Education Project. State of the Art Study.

ED 147 594

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

ED 147 640

Program Design

Centralized Workshops in Singapore. Education and Work 1.

ED 147 443

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

ED 147 635

Program Development

CETA in Eastern Massachusetts. Final Report.

ED 149 047

Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.

ED 147 533

Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.

ED 147 466

Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.

ED 147 475

Instructions for Completing the Vocational Education Reporting/Planning Form.

ED 147 616

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.

ED 147 505

Organization and Management Guide for Arizona Distributive Education.

ED 147 525

Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977).

ED 147 536

A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.

ED 147 561

Vocational Diffusion Assistance Project. Final Report.

ED 147 507

Program Effectiveness

A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.

ED 147 531

Conecuh County Experienced-Based Career Education. Interim Report.

ED 147 527

ECCMC Evaluation Report.

ED 147 552

Experienced-Based Career Education, Part D, 13.502. First Interim Report.

ED 147 524

An Experimental Program in Vocational Education at the Elementary School Level. Final Report.

ED 147 549

The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.

ED 149 027

The Native American Career Education Project. A Final Report.

ED 147 593

Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.

ED 147 546

Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.

ED 147 622

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

ED 147 623

A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.

ED 147 576

Third Party Evaluation of a Part D Exemplary Project Entitled "Experience Based Career Education."

ED 149 043

Vocational Determination Process through School, Industry and Community Involvement. Final Report.

ED 149 042

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

ED 149 046

Program Evaluation

Career Education Program Assessment.

ED 147 503

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE.

ED 147 447

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

ED 147 448

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.

ED 147 449

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.

ED 147 450

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization.

ED 147 451

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.

ED 147 452

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.

ED 147 453

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.

ED 147 454

Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.

ED 147 445

Evaluation Design for Clusters Approach to Career Education (CACO).

ED 147 634

The Implementation of CETA in Boston, 1974-77. Final Report.

ED 147 642

Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.

ED 149 014

Responsible Vocational Education through Data-

Based Locally Directed Evaluation. A Guide for Teachers, Supervisors, and Administrators.

ED 147 446

Program Improvement

An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.

ED 147 545

National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.

ED 147 472

Statewide Business Education Evaluation Committee.

ED 149 020

Program Planning

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.

ED 147 565

Guidelines for Obtaining & Using Data in Vocational Program Planning.

ED 147 520

Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level.

ED 147 519

Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.

ED 147 518

Native American Career Education Unit. The Career Fair.

ED 147 607

Procedures for Community College Planning and Curriculum Development.

ED 147 522

Rethinking Correctional Staff Development.

ED 147 474

Programing Problems

Rethinking Correctional Staff Development.

ED 147 474

Project ACCEPT

ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.

ED 147 628

Project Applications

Investigation of Characteristics of Vocational Education Research Grant Applications and Their Relationship to Evaluator Ratings of Quality.

ED 149 019

Proprietary Schools

Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.

ED 147 465

Public Policy

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

ED 149 046

Public Service Occupations

Native American Career Education Unit. Working for the People.

ED 147 603

Publicize

A Marketing and Distribution Curriculum Guide.

ED 147 629

Puzzles

Monster Math.

ED 147 570

Radiologic Technologists

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.

ED 147 469

The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.

ED 149 018

Radiology

The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.

ED 149 018

Rating Scales

Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.

ED 149 037

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.

ED 149 036

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 1. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.

ED 149 021

A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.

ED 149 035

Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.

ED 149 038

Reading Comprehension

Readings in the Automotive Trade.

ED 147 568

Reading Development

From Autos To Stereos. A Collection of Readings.

ED 147 633

Reading Improvement

From Autos To Stereos. A Collection of Readings.

ED 147 633

Readings in Air Conditioning and Refrigeration.

ED 147 491

Reading Skills

From Autos To Stereos. A Collection of Readings.

ED 147 633

Readings in Air Conditioning and Refrigeration.

ED 147 491

Records (Forms)

Instructions for Completing the Vocational Education Reporting/Planning Form.

ED 147 616

Local Education Agency Planning.

ED 147 471

Recreation

Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12. Final Report.

ED 149 045

Refrigeration

Readings in Air Conditioning and Refrigeration.

ED 147 491

Regular Class Placement

Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.

ED 147 637

Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.

ED 147 556

Reliability

A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.

ED 149 035

Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.

ED 149 038

Research Criteria

Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.

ED 149 038

Research Needs

Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.

ED 149 014

Research Problems

A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.

ED 147 576

Research Projects

Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.

ED 147 640

Resources in Vocational Education. Volume 10. Number 1.

ED 149 015

Resources in Vocational Education. Volume 10. Number 2.

ED 149 026

Resources in Vocational Education. Volume 10. Number 3.

ED 149 017

Resources in Vocational Education. Volume 10. Number 5.

ED 147 539

Resources in Vocational Education. Volume 10. Number 6.

ED 147 612

A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.

ED 147 576

Research Proposals

Investigation of Characteristics of Vocational Education Research Grant Applications and Their Relationship to Evaluator Ratings of Quality.

ED 149 019

Residential Programs

An Integrated Curriculum for Chronic Disruptive Youth.

ED 147 504

Resource Allocations

Financing Vocational Education in Vermont. Final Report.

ED 147 554

Resource Materials

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

ED 147 544

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

ED 147 480

Word Processing Curriculum Guide.

ED 147 493

Rural Population

Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).

ED 147 506

School Community Cooperation

Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.

ED 147 641

Conceh County Experienced-Based Career Education. Interim Report.

ED 147 527

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

ED 147 534

Experienced-Based Career Education, Part D, 13.502. First Interim Report.

ED 147 524

Organization and Management Guide for Arizona Distributive Education.

ED 147 525

Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.

ED 147 546

Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.

ED 147 526

Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.

ED 147 622

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

ED 147 623

Statewide Business Education Evaluation Committee.

ED 149 020

School Districts

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE.

ED 147 447

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

ED 147 448

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.

ED 147 449

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.

ED 147 450

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization.

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.

ED 147 451

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.

ED 147 452

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.

ED 147 453

Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.

ED 147 454

Information for a Vocational Education Plan. Contracting Districts.

ED 147 618

Information for a Vocational Education Plan. Individual School Districts.

ED 147 617

Responsible Vocational Education through Data-Based Locally Directed Evaluation. A Guide for Teachers, Supervisors, and Administrators.

ED 147 446

Role of the Vocational Education District Supervisor in Alabama.

ED 147 538

School Holding Power

Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report.

ED 147 484

School Industry Relationship

The Educational Implications of Industrial Democracy.

ED 149 024

School Superintendents

Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.

ED 147 551

School Systems

Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.

ED 147 528

Secondary Schools

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.

ED 147 562

Secretaries

An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.

ED 147 656

Self Concept

An Experimental Program in Vocational Education at the Elementary School Level. Final Report.

ED 147 549

Family Life Education Resource Unit. Self Concept.

ED 149 010

Self Evaluation

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.

ED 147 453

A World of Choice-Careers and You. Student Workbook.

ED 147 614

A World of Choice-Careers and You. Teacher's Guide.

ED 147 613

Sex Differences

Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.

ED 147 515

Sex Discrimination

Eradicating Sexism in Vocational Education. Final Report.

ED 147 564

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

ED 147 560

Women: The Path to Equal Employment. Research Report No. 56.

ED 147 611

Sex Role

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

ED 147 544

Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.

ED 147 515

Sex Stereotypes

Eradicating Sexism in Vocational Education. Final Report.

ED 147 564

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

ED 147 544

The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.

ED 149 027

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

ED 147 560

Shared Services

Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.

ED 147 528

Simulation

Information for a Vocational Education Plan. Contracting Districts.

ED 147 618

Information for a Vocational Education Plan. Individual School Districts.

ED 147 617

Information for a Vocational Education Plan. Joint Vocational School Districts.

ED 147 619

Single Living

Family Life Education Resource Unit. Single Living.

ED 149 011

Skill Development

CARE Kit: Combining Activities with Real Experiences.

ED 147 457

The House That Jill and Jack Built.

ED 149 013

Native American Career Education Unit. The Career Fair.

ED 147 607

Readings in the Automotive Trade.

ED 147 568

- Word Processing Curriculum Guide. ED 147 493
- Social Change**
The Educational Implications of Industrial Democracy. ED 149 024
Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31. ED 149 014
- Social Factors**
Family Life Education Resource Unit. Single Living. ED 149 011
- Social Influences**
Statewide Business Education Evaluation Committee. ED 149 020
- Social Science Research**
The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49. ED 149 046
- Social Studies Units**
Native American Career Education Unit. Cooperation. ED 147 597
Native American Career Education Unit. Part of the Whole World. ED 147 596
Native American Career Education Unit. The Community in Transition. ED 147 600
Native American Career Education Unit. The Community. ED 147 599
Native American Career Education Unit. Working for the People. ED 147 603
- Socially Deviant Behavior**
An Integrated Curriculum for Chronic Disruptive Youth. ED 147 504
- Spanish Speaking**
Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report. ED 147 484
Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project. ED 147 482
Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project. ED 147 483
- Special Degree Programs**
Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977. ED 149 028
- Special Education**
ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education. ED 147 628
- Staff Improvement**
Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion. ED 147 470
National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report. ED 147 472
Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report. ED 147 528
Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970). ED 147 506
- Standards**
National Apprenticeship Standards for Automotive Service Councils. ED 147 646
- State Departments of Education**
Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level. ED 147 519
- State Programs**
Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977. ED 147 516
Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977. ED 147 445
Financing Vocational Education in Vermont. Final Report. ED 147 554
- Statewide Planning**
Information for a Vocational Education Plan. Contracting Districts. ED 147 618
Information for a Vocational Education Plan. Individual School Districts. ED 147 617
Information for a Vocational Education Plan. Joint Vocational School Districts. ED 147 619
Instructions for Completing the Vocational Education Reporting/Planning Form. ED 147 616
Local Education Agency Planning. ED 147 471
- Stenography**
Dictaphone Cassette. An Individualized Model for a Differentiated Secretarial Single Skills Lab. ED 147 655
Pilot Course in Century 21 Shorthand. An Evaluation of the Project. ED 147 481
Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report. ED 147 484
Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project. ED 147 482
Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project. ED 147 483
- Stimulus Devices**
Basic Electricity. Part 4. ED 147 627
- Student Attitudes**
Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report. ED 147 641
Project Explore. Final Report. ED 147 467
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students. ED 147 561
- Student Characteristics**
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students. ED 147 561
Vocational Education: An Opportunity for the Gifted and the Talented Students. ED 146 454
- Student Evaluation**
Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report. ED 147 550
- Student Improvement**
Conecuh County Experienced-Based Career Education. Interim Report. ED 147 527
Experience Based Career Education Project. Annual Evaluation Report, 1976-1977. ED 147 547
Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report. ED 147 566
Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report. ED 147 528
Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report. ED 147 526
- Student Placement**
Compilation of Case Studies: Exemplary Placement and Follow-Up Studies. ED 147 533
- Subtraction**
Monster Math. ED 147 570
- Success Factors**
Pilot Course in Century 21 Shorthand. An Evaluation of the Project. ED 147 481
Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project. ED 147 482
- Supervised Farm Practice**
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students. ED 147 561
- Supervisors**
Role of the Vocational Education District Supervisor in Alabama. ED 147 538
- Systems Approach**
Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level. ED 147 519
- Systems Development**
A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report. ED 147 542
A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area. ED 147 494
A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx. ED 147 495
A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

- ED 147 458
Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.
- ED 147 548
Management by Objectives-State Level.
- ED 147 455
Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.
- ED 147 518
- Talented Students**
Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.
- ED 146 457
Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.
- ED 146 455
Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.
- ED 146 456
Vocational Education: An Opportunity for the Gifted and the Talented Students.
- ED 146 454
- Task Analysis**
Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.
- ED 149 041
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 1. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.
- ED 149 021
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.
- ED 149 022
The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.
- ED 149 018
- Task Performance**
A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding. Revised.
- ED 147 608
Management by Objectives-State Level.
- ED 147 455
- Teacher Aides**
The Child-Care Teacher Aide-A Guide for Teachers.
- ED 147 492
- Teacher Attitudes**
An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.
- ED 147 545
Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.
- ED 147 515
Role of the Vocational Education District Supervisor in Alabama.
- ED 147 538
- Teacher Characteristics**
Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
- ED 147 473
- Teacher Education**
Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.
- ED 147 466
National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.
- ED 147 472
Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.
- ED 147 551
Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.
- ED 147 501
Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.
- ED 149 028
- Teacher Evaluation**
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.
- ED 147 453
- Teacher Improvement**
Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.
- ED 149 028
- Teacher Qualifications**
Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.
- ED 147 551
- Teacher Supply and Demand**
Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.
- ED 147 551
- Teacher Workshops**
Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.
- ED 147 635
Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.
- ED 147 556
- Teaching Methods**
Pilot Course in Century 21 Shorthand. An Evaluation of the Project.
- ED 147 481
Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report.
- ED 147 484
Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project.
- ED 147 482
Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.
- ED 147 483
- Teaching Techniques**
Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.
- ED 146 456
- Technical Education**
Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report.
- ED 147 567
Resources in Vocational Education. Volume 10. Number 1.
- ED 149 015
Resources in Vocational Education. Volume 10. Number 2.
- ED 149 026
Resources in Vocational Education. Volume 10. Number 3.
- ED 149 017
Resources in Vocational Education. Volume 10. Number 5.
- ED 147 539
Resources in Vocational Education. Volume 10. Number 6.
- ED 147 612
U.S. Office of Education, Region VI Conference for Vocational-Technical Education (Arlington, Texas, October 8-11, 1974).
- ED 147 500
- Technical Illustration**
Airbrush Technology.
- ED 147 630
- Technical Occupations**
The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.
- ED 149 018
- Test Construction**
Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.
- ED 147 550
The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15.
- ED 149 039
- Test Reliability**
The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15.
- ED 149 039
- Test Validity**
Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.
- ED 149 037
- Theories**
Basic Electricity. Part 2.
- ED 147 625
- Trade and Industrial Education**
A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding. Revised.
- ED 147 608
Centralized Workshops in Singapore. Education and Work 1.

- ED 147 443
A Model for the Implementation of Bilingual Vocational Training. Final Report.
- ED 147 537
National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.
- ED 147 472
Readings in Air Conditioning and Refrigeration.
- ED 147 491
Study of Vocational Education Involvement with Apprenticeship Programs in Illinois.
- ED 147 488
Trainable Mentally Handicapped
Comprehensive Career Education Curriculum Guide for the Trainable.
- ED 147 631
Training Techniques
An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.
- ED 147 532
Transparencies
Family Life Education Transparencies.
- ED 149 009
Trend Analysis
Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).
- ED 147 479
Ultrasound Technology
The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.
- ED 149 018
Underachievers
CARE Kit: Combining Activities with Real Experiences.
- ED 147 457
Unemployed
A Government Policy To Induce Efficient Retraining During Unemployment.
- ED 147 647
Urban Education
A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.
- ED 147 494
A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.
- ED 147 495
Validity
Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.
- ED 149 036
Vermont
Financing Vocational Education in Vermont. Final Report.
- ED 147 554
Video Tape Recordings
A Work Experience Video Tape Satellite Project for EMR Students. Final Report.
- ED 147 620
Vocabulary
Basic Electricity. Part 1.
- ED 147 624
Vocabulary Development
Readings in the Automotive Trade.
- ED 147 568
Vocabulary Skills
Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.
- ED 147 483
Vocational Agriculture
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.
- ED 147 561
Vocational Agriculture Teachers
Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.
- ED 147 466
Vocational Counseling
Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.
- ED 146 455
Vocational Development
CARE Kit: Combining Activities with Real Experiences.
- ED 147 457
Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.
- ED 147 641
A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.
- ED 147 531
Conecuh County Experienced-Based Career Education. Interim Report.
- ED 147 527
A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.
- ED 147 534
Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.
- ED 147 566
An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.
- ED 147 621
Experienced-Based Career Education, Part D, 13.502. First Interim Report.
- ED 147 524
Native American Career Education Unit. Putting It All Together.
- ED 147 605
Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.
- ED 147 546
Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.
- ED 147 528
Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.
- ED 147 526
A Rationale and Structure for "A World of Choice: Careers and You."
- ED 147 615
San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.
- ED 147 623
A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.
- ED 147 561
A World of Choice-Careers and You. Student Workbook.
- ED 147 614
A World of Choice-Careers and You. Teacher's Guide.
- ED 147 613
Vocational Directors
Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.
- ED 147 565
Vocational Education
[Vocational Village Staff Handbook].
- ED 149 044
Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.
- ED 147 470
An Analysis of Cluster Program Needs in the Portland Public Schools.
- ED 147 521
An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.
- ED 146 452
A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky.
- ED 149 029
Competency Based Curricula Development for the Mining and Related Industries. Final Report.
- ED 147 509
A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.
- ED 147 542
A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.
- ED 147 494
Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.
- ED 147 550
Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12. Final Report.
- ED 149 045
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE.
- ED 147 447
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.
- ED 147 448
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.
- ED 147 449
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.
- ED 147 450
Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Anal-

- ysis of Community Resources Utilization.
ED 147 451
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.
ED 147 452
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.
ED 147 453
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.
ED 147 454
- Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.
ED 147 445
- Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report.
ED 147 567
- Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.
ED 146 457
- ECCMC Evaluation Report.
ED 147 552
- Eradicating Sexism in Vocational Education. Final Report.
ED 147 564
- Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.
ED 147 544
- An Experimental Program in Vocational Education at the Elementary School Level. Final Report.
ED 147 549
- Financing Vocational Education in Vermont. Final Report.
ED 147 554
- A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
ED 141 369
- From Autos To Stereos. A Collection of Readings.
ED 147 633
- Guidelines for Obtaining & Using Data in Vocational Program Planning.
ED 147 520
- Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level.
ED 147 519
- Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.
ED 147 548
- The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.
ED 149 027
- Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.
ED 147 637
- Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.
ED 147 475
- Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
ED 149 031
- Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.
ED 147 571
- Information for a Vocational Education Plan. Contracting Districts.
ED 147 618
- Information for a Vocational Education Plan. Individual School Districts.
ED 147 617
- Information for a Vocational Education Plan. Joint Vocational School Districts.
ED 147 619
- Instructions for Completing the Vocational Education Reporting/Planning Form.
ED 147 616
- Investigation of Characteristics of Vocational Education Research Grant Applications and Their Relationship to Evaluator Ratings of Quality.
ED 149 019
- Local Education Agency Planning.
ED 147 471
- A Model for the Implementation of Bilingual Vocational Training. Final Report.
ED 147 537
- Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.
ED 147 518
- Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.
ED 149 014
- Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.
ED 147 640
- Procedures for Community College Planning and Curriculum Development.
ED 147 522
- Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).
ED 147 506
- Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977).
ED 147 536
- Project Explore. Final Report.
ED 147 467
- Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.
ED 147 501
- Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.
ED 147 515
- Resources in Vocational Education. Volume 10. Number 1.
ED 149 015
- Resources in Vocational Education. Volume 10. Number 2.
ED 149 026
- Resources in Vocational Education. Volume 10. Number 3.
ED 149 017
- Resources in Vocational Education. Volume 10. Number 5.
ED 147 539
- Resources in Vocational Education. Volume 10. Number 6.
ED 147 612
- Responsible Vocational Education through Data-Based Locally Directed Evaluation. A Guide for Teachers, Supervisors, and Administrators.
ED 147 446
- Role of the Vocational Education District Supervisor in Alabama.
ED 147 538
- Study of Vocational Education Involvement with Apprenticeship Programs in Illinois.
ED 147 488
- A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.
ED 147 576
- U.S. Office of Education, Region VI Conference for Vocational-Technical Education (Arlington, Texas, October 8-11, 1974).
ED 147 500
- Vocational Diffusion Assistance Project. Final Report.
ED 147 507
- Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.
ED 147 530
- Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.
ED 147 517
- Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.
ED 149 028
- Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.
ED 146 455
- Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.
ED 146 456
- Vocational Education: An Opportunity for the Gifted and the Talented Students.
ED 146 454
- A Work Experience Video Tape Satellite Project for EMR Students. Final Report.
ED 147 620
- Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32.
ED 147 636
- Vocational Education Teachers**
- Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.
ED 147 470
- An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.
ED 146 452
- An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.
ED 147 505
- Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 147 473
- Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.
ED 147 515
- Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.
ED 149 028

Vocational Followup

A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.

ED 147 542

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

ED 147 448

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

Vocational High Schools

[Vocational Village Staff Handbook].

ED 149 044

Vocational Interests

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.

ED 149 036

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.

ED 147 449

The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15.

ED 149 039

Vocational Maturity

Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.

ED 147 547

Vocational Retraining

A Government Policy To Induce Efficient Retraining During Unemployment.

ED 147 647

Vocational Training Centers

Centralized Workshops in Singapore. Education and Work 1.

ED 147 443

Wages

An Empirical Analysis of the Voluntary Part-Time Labor Market.

ED 147 643

Welding

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding, Revised.

ED 147 608

Welfare Recipients

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

ED 149 046

Wire Splicing

Basic Electricity. Part 4.

ED 147 627

Woodworking

The House That Jill and Jack Built.

ED 149 013

Native American Career Education Unit. From Idea to Product.

ED 147 598

Word Processing

Word Processing Curriculum Guide.

ED 147 493

Work Attitudes

Job Values and Early Employment Experiences: A Longitudinal Study.

ED 147 456

Work Experience Programs

Conecuh County Experienced-Based Career Education. Interim Report.

ED 147 527

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

ED 147 534

Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.

ED 147 547

Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.

ED 147 566

An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.

ED 147 621

Experienced-Based Career Education, Part D, 13.502. First Interim Report.

ED 147 524

Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.

ED 147 546

Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.

ED 147 528

Portland Public School System Implementation of an Experienced-Based Career Education Program. Final Evaluation Report.

ED 147 526

A Work Experience Video Tape Satellite Project for EMR Students. Final Report.

ED 147 620

Work Incentive Program

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

ED 149 046

Working Women

Women with Low Incomes.

ED 147 645

Women: The Path to Equal Employment. Research Report No. 56.

ED 147 611

Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.

ED 147 540

Writing

Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education.

ED 149 041

Writing Skills

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.

ED 149 022

Youth Employment

Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32.

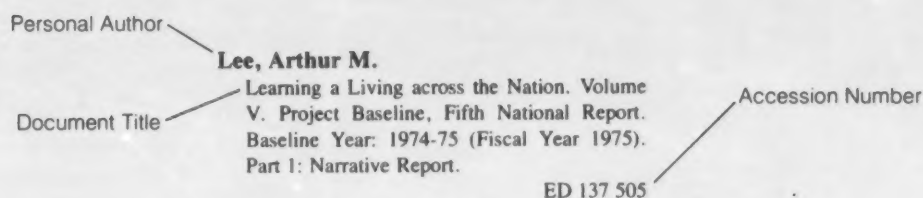
ED 147 636

AUTHOR INDEX

This Index lists documents under the name(s) of their author(s). The Index is arranged in alphabetical order by the author's last name.

As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.



Anderson, Marcia A.

Word Processing Curriculum Guide.
ED 147 493

Ashley, William L., Comp.

Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104.
ED 146 458

Atkins, Richard

Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.
ED 147 550

Augustin, J. W.

Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.
ED 149 036

Banathy, Bela H.

The Native American Career Education Project. A Final Report.
ED 147 593
Native American Career Education. A Curriculum Guide.
ED 147 595

Barocci, Thomas A.

CETA in Eastern Massachusetts. Final Report.
ED 149 047

Bender, Ralph E.

Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.
ED 147 466

Bina, James V.

Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
ED 149 031

Boese, R. R.

Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.
ED 149 038

Bragg, Jack M., Comp.

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding, Revised.
ED 147 608

Brantner, Seymour T.

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.
ED 147 565

Brough, Theodore G.

Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.
ED 147 483

Buatti, A.

Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.
ED 147 469

Buriak, John P.

Competency Based Curricula Development for the Mining and Related Industries. Final Report.
ED 147 509

Burrell, Linell, Jr.

Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.
ED 147 565

Byler, Bennie L.

Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.
ED 147 562

Caci, William P.

A Work Experience Video Tape Satellite Project for EMR Students. Final Report.
ED 147 620

Campbell, Mary Jane

Monster Math.
ED 147 570

Carroll, Berlin R.

Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.
ED 147 445

Coombs, Garn

Experienced-Based Career Education, Part D, 13.502. First Interim Report.
ED 147 524

Cooper, Dorothy B.

The Child-Care Teacher Aide-A Guide for Teachers.
ED 147 492

Cornell, Jim

Role of the Vocational Education District Supervisor in Alabama.
ED 147 538

- Croft, Roger**
An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.
ED 147 545
- Cromwell, Jannice J.**
Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.
ED 147 641
- Cronin, F. Patrick, Comp.**
Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.
ED 147 475
- Cunningham, J. W.**
The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Measurement. Ergometric Research and Development Series Report No. 15.
ED 149 039
Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16.
ED 149 040
A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.
ED 149 035
Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.
ED 149 038
- Dale, Jack**
Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.
ED 147 533
- DiGise, Joe**
Readings in the Automotive Trade.
ED 147 568
- Dudley, Gerald O.**
Evaluation Design for Clusters Approach to Career Education (CACO).
ED 147 634
- Edwards, Judith B.**
Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.
ED 147 547
- Eversole, Jill A.**
Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.
ED 147 515
- Fardig, Glen E.**
Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.
ED 147 635
- Ferri, Kathy**
From Autos To Stereos. A Collection of Readings.
ED 147 633
- Fisher, Sharon Anne**
An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.
ED 147 656
- Ford, Bill**
The Educational Implications of Industrial Democracy.
ED 149 024
- Freedman, Carol**
A Marketing and Distribution Curriculum Guide.
ED 147 629
- Gilpatrick, Eleanor**
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 1. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.
ED 149 021
The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descriptions and Scaling Tasks for Skills and Knowledge: A Manual.
ED 149 022
The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.
ED 149 018
- Greenwood, Katy, Ed.**
Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.
ED 147 470
- Griffin, Robert E.**
An Experimental Program in Vocational Education at the Elementary School Level. Final Report.
ED 147 549
- Groves, Patricia McLlarky**
How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.
ED 149 030
- Gustafson, Richard A.**
How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.
ED 149 030
- Harris, James L.**
A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.
ED 147 458
- Heath, W. D., III**
Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.
ED 149 037
- Herrnstadt, Irwin L.**
The Implementation of CETA in Boston, 1974-77. Final Report.
ED 147 642
- Hite, Joyce**
Family Life Education Resource Unit. Single Living.
ED 149 011
- Holbrook, D. W.**
Statement Regarding Proposed Trade Regulation Rule Concerning Proprietary Vocational and Home Study Schools.
ED 147 465
- Hole, F. Marvin**
Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations. Monograph Number 4. Vocational-Industrial Education Research Report. Volume 15, Number 14.
ED 147 553
Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph
- Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 147 473
- Hoskey, Peter, Ed.**
ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.
ED 147 628
- Hull, William L.**
Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
ED 149 031
- Humphrey, Melvin**
Women: The Path to Equal Employment. Research Report No. 56.
ED 147 611
- Hunter, Wallace D., Comp.**
A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding. Revised.
ED 147 608
- Jepsen, David A.**
Job Values and Early Employment Experiences: A Longitudinal Study.
ED 147 456
- Jezierski, Kathleen, Ed.**
Resources in Vocational Education. Volume 10. Number 1.
ED 149 015
Resources in Vocational Education. Volume 10. Number 2.
ED 149 026
Resources in Vocational Education. Volume 10. Number 3.
ED 149 017
Resources in Vocational Education. Volume 10. Number 5.
ED 147 539
Resources in Vocational Education. Volume 10. Number 6.
ED 147 612
- Johnson, Jeannie G.**
Introduction to Marketing for 9th Grade Students.
ED 147 632
- Jones, Joan, Ed.**
Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.
ED 147 571
- Kemble, Eugenia**
Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues.
ED 149 012
- Kershaw, James T.**
An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.
ED 147 532
- Kilmer, Donald C.**
Basic Electricity. Part 1.
ED 147 624
Basic Electricity. Part 2.
ED 147 625
Basic Electricity. Part 3.
ED 147 626
Basic Electricity. Part 4.
ED 147 627
- Knickerbocker, Addie H.**
Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.
ED 147 551

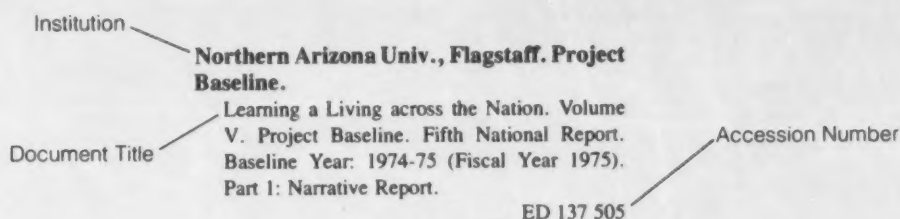
- Kolstoe, Oliver P.**
Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.
ED 147 637
- Koppelman, Phyllis**
The House That Jill and Jack Built.
ED 149 013
- Krotosky, Paul**
Introduction to Marketing for 9th Grade Students.
ED 147 632
- Kruger, Daniel H.**
Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.
ED 149 014
- Kusek, Robert W.**
Word Processing Curriculum Guide.
ED 147 493
- Lafferty, Bill R.**
San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.
ED 147 623
- Larson, Milton E.**
An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.
ED 147 505
- Lauten, Michael, Ed.**
ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.
ED 147 628
- Lindekugel, Karen J.**
Vocational Education: An Opportunity for the Gifted and the Talented Students.
ED 146 454
- Livesey, Dennis W.**
Exploring Small Animal Care. Teacher's Guide.
ED 147 569
- Luckner, Barbara, Ed.**
Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.
ED 149 028
- Lutz, John**
Vocational Determination Process through School, Industry and Community Involvement. Final Report.
ED 149 042
- MacManus, Susan A.**
The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.
ED 149 027
- Masterson, James**
A Catalogue of Performance Objectives and Criterion-Referenced Measures for Professional Competencies Needed by Local Vocational Administrators in Kentucky.
ED 149 029
- McGee, Phil**
Business Math in Everyday Life.
ED 147 508
- Micklus, C. Samuel**
Airbrush Technology.
ED 147 630
- Miller, Sidney**
An Integrated Curriculum for Chronic Disruptive Youth.
ED 147 504
- Milne, Bruce G.**
Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.
ED 146 455
- Vocational Education: An Opportunity for the Gifted and the Talented Students.
ED 146 454
- Mott, Frank L.**
Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.
ED 147 540
- Mulligan, Robert E.**
Comprehensive Career Education Curriculum Guide for the Trainable.
ED 147 631
- Munger, Sara J.**
Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs.
ED 146 451
- Muse, Ivan D.**
Experienced-Based Career Education, Part D, 13.502. First Interim Report.
ED 147 524
- Myers, Charles A.**
CETA in Eastern Massachusetts. Final Report.
ED 149 047
- Nelson, Donald V.**
Project Explore. Final Report.
ED 147 467
- Newton, Mark, Comp.**
Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.
ED 147 475
- Noeth, Richard J.**
Job Values and Early Employment Experiences: A Longitudinal Study.
ED 147 456
- Owen, John D.**
An Empirical Analysis of the Voluntary Part-Time Labor Market.
ED 147 643
- Pass, J. J.**
Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16.
ED 149 040
- A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.
ED 149 035
- Ressler, Ralph**
A Rationale and Structure for "A World of Choice: Careers and You."
ED 147 615
- Rich, D.**
Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.
ED 147 469
- Righthand, Herbert**
A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.
ED 141 369
- Ruff, Eldon E.**
Evaluation Design for Clusters Approach to Career Education (CACO).
ED 147 634
- Scarlati, Robert W.**
A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.
ED 147 458
- Schaullis, Sandra**
Native American Career Education Project. State of the Art Study.
ED 147 594
- Shepack, Robert E.**
A Model for the Implementation of Bilingual Vocational Training. Final Report.
ED 147 537
- Simms, James C., Comp.**
Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.
ED 147 468
- Singh, P. Harbans**
Centralized Workshops in Singapore. Education and Work 1.
ED 147 443
- Skinkle, John D., Ed.**
Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.
ED 147 470
- Smith, Charles W.**
A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.
ED 147 542
- Sparks, Doug**
A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education.
ED 147 576
- Staber, Richard A.**
Vocational Determination Process through School, Industry and Community Involvement. Final Report.
ED 149 042
- Stevenson, William W.**
Management by Objectives-State Level.
ED 147 455
- Stone, Thomas**
Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.
ED 146 456
- Studebaker, Diana P.**
Native American Career Education. A Curriculum Guide.
ED 147 595
- The Native American Career Education Project. A Final Report.
ED 147 593
- Sullivan, Daniel J.**
Financing Vocational Education in Vermont. Final Report.
ED 147 554
- Thomas, Hollie B.**
Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.
ED 147 445
- Thompson, Velma Montoya**
A Government Policy To Induce Efficient Retraining During Unemployment.
ED 147 647
- Tobias, Sigmund**
Statewide Business Education Evaluation Committee.
ED 149 020

- Tweed, Stephen C., Comp.**
Trade and Industrial Education. Course of Study
for Mine Equipment Maintenance.
ED 147 468
- Uberto, Jeffrey A.**
Readings in Air Conditioning and Refrigeration.
ED 147 491
- Van Dusseldorp, Ralph A.**
Experience Based Career Education Project. Annual
Evaluation Report, 1976-1977.
ED 147 547
- Van Hightower, Nikki R.**
The Impact of Federally-Funded Vocational Education
Programs on Women: Present Patterns and
Future Implications.
ED 149 027
- Vetter, Louise**
Sugar and Spice Is Not the Answer. A Parent
Handbook on the Career Implications of Sex
Stereotyping. Research and Development Series
No. 129.
ED 147 560
- Weitz, Anna D.**
Eradicating Sexism in Vocational Education. Final
Report.
ED 147 564
- Welsh, Phil**
Portland Public School System Implementation of
an Experienced-Based Career Education Program.
Final Evaluation Report.
ED 147 526
- Whiteford, Emma B.**
Special Needs Students in Regular Home Economics
Programs: 1977 Report on Minnesota
Secondary In-Service Teacher Education.
ED 147 556
- Wiggins, Emily**
Family Life Education Resource Unit. Self Concept.
ED 149 010
- Williams, David C.**
Rethinking Correctional Staff Development.
ED 147 474
- Williams, David L.**
Identification of Activities to Enhance Articulation
between Secondary and Postsecondary Vocational
Agriculture Programs in Iowa.
ED 147 562
A Study of Supervised Occupational Experience
Programs of Iowa Vocational Agriculture Students.
ED 147 561
- Wills, Joan**
Youth Unemployment: Implications for Vocational
Education R & D. Occasional Paper No. 32.
ED 147 636
- Wilson, Jack Alexander**
Investigation of Characteristics of Vocational
Education Research Grant Applications and
Their Relationship to Evaluator Ratings of Quality.
ED 149 019
- Yoder, Edgar P.**
Development and Implementation of Internship
Programs in Agricultural Occupations for Present
and Prospective Vocational Agriculture Teachers.
ED 147 466

INSTITUTION INDEX

This Index lists the titles of documents under the institution responsible for them. The Index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the Accession Number is displayed below and to the right of the title. Additional information about the document can be found under that number in the Resume Section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.



Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Competency Based Curricula Development for the Mining and Related Industries. Final Report. ED 147 509

Advocates for Women, San Francisco, Calif.

The House That Jill and Jack Built. ED 149 013

Alabama Occupational Information System Board, Montgomery.

Alabama Occupational Information System. Final Progress Report. July 15, 1976 to July 14, 1977. ED 147 516

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Role of the Vocational Education District Supervisor in Alabama. ED 147 538

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Developing Performance Objectives and Criterion-Referenced Measures for Performance-Based Instruction in Vocational Education. ED 149 041

Alabama Univ., Tuscaloosa. Coll. of Education.

An Experimental Program in Vocational Education at the Elementary School Level. Final Report. ED 147 549

American Federation of Teachers, Washington, D.C.

Our National Education and Work Policy: Pitfalls and Possibilities. A Position Paper of the AFT Task Force on Educational Issues. ED 149 012

Arizona Univ., Tucson. Dept. of Business and Career Education.

Organization and Management Guide for Arizona Distributive Education. ED 147 525

Asian Centre of Educational Innovation for Development, Bangkok (Thailand).

Centralized Workshops in Singapore. Education and Work I. ED 147 443

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Third Party Evaluation of a Part D Exemplary Project Entitled "Experience Based Career Education." ED 149 043

Berkeley Unified School District, Calif.

The House That Jill and Jack Built. ED 149 013

Boston Univ., Mass. School of Education.

An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV. ED 146 452

Brigham Young Univ., Provo, Utah.

Experienced-Based Career Education, Part D, 13.502. First Interim Report. ED 147 524

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation. ED 147 515

A Synthesis of Research Findings Which Describe Selected Benefits and Outcomes for Participants in Vocational Education. ED 147 576

Central Columbia School District, Bloomsburg, Pa.

Vocational Determination Process through School, Industry and Community Involvement. Final Report. ED 149 042

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

Statewide Business Education Evaluation Committee. ED 149 020

Clemson Univ., S.C. Vocational Education Media Center.

Business Math in Everyday Life. ED 147 508

A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Combination Welding, Revised. ED 147 608

Family Life Education Resource Unit. Self Concept.

ED 149 010

Family Life Education Resource Unit. Single Living.

ED 149 011

Family Life Education Transparencies.

ED 149 009

Coalition of Indian Controlled School Boards, Inc., Denver, Colo.

Proceedings: Conference on "Opportunities in Vocational Education for American Indians" (Denver, Colorado, June 28-30, 1977).

ED 147 536

Colorado State Board for Community Colleges and Occupational Education, Denver.

Colorado Experience-Based Career Exploration. Model 7-10. First Interim Report.

ED 147 641

A Design of an Interactive Interface System for Five Components of a Comprehensive Management Information System in Colorado. Final Report.

ED 147 458

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

An Internship Program for the Training, Exchange, and Transition of Vocational Education and Business, Industry, Agricultural, and Government Personnel. An Advanced Pilot Study. Director's Final Report. July 1, 1971-June 30, 1972.

ED 147 505

Conecuh County Board of Education, Evergreen, Ala.

Conecuh County Experienced-Based Career Education. Interim Report.

ED 147 527

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

A Follow-Up Study of Connecticut Distributive Education Graduates of the Classes of 1965-1968-1971.

ED 141 369

Contract Research Corp., Belmont, Mass.

Curriculum Development in Hospitality and Recreation Occupations Cluster, Grades 7-12. Final Report.

ED 149 045

Cornell Univ., Ithaca, N.Y. Dept. of Community Service Education.

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

ED 147 544

Department of Manpower and Immigration, Ottawa (Ontario).

Training Materials Sourcebook. Motor-Vehicle Mechanics and Repairmen (8581). Voc./Tec. Resources Series. Number 1.

ED 147 480

Eastern Illinois Univ., Charleston.

CARE Kit: Combining Activities with Real Experiences.

ED 147 457

Education Service Center Region 20, San Antonio, Tex.

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

ED 147 623

El Paso Community Coll., Tex.

A Model for the Implementation of Bilingual Vocational Training. Final Report.

ED 147 537

Elgin Community Coll., Ill.

A B Dick Model 555. Mimeograph Stencil Printer. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

ED 147 654

Dictaphone Cassette. An Individualized Model for a Differentiated Secretarial Single Skills Lab.

ED 147 655

An Individualized Model for a Differentiated Secretarial Single Skills Lab. Final Report.

ED 147 656

Employment and Training Administration (DOL), Washington, D.C.

National Apprenticeship Standards for Automotive Service Councils.

ED 147 646

The Work Incentive (WIN) Program and Related Experiences. A Review of Research with Policy Implications. R&D Monograph 49.

ED 149 046

Equal Employment Opportunity Commission, Washington, D.C.

Women: The Path to Equal Employment. Research Report No. 56.

ED 147 611

EPD Consortium D, Richardson, Tex.

Region VI Inservice Training for Vocational-Technical Personnel (Arlington, Texas, October 7-10, 1975). Conference Report.

ED 147 501

U.S. Office of Education, Region VI Conference for Vocational-Technical Education (Arlington, Texas, October 8-11, 1974).

ED 147 500

Far West Lab. for Educational Research and Development, San Francisco, Calif.

The Native American Career Education Project. A Final Report.

ED 147 593

Native American Career Education Project. State of the Art Study.

ED 147 594

Native American Career Education Unit. Cooperation.

ED 147 597

Native American Career Education Unit. From Idea to Product.

ED 147 598

Native American Career Education Unit. Getting Ready for Jobs.

ED 147 606

Native American Career Education Unit. Living with the Land.

ED 147 602

Native American Career Education Unit. Part of the Whole World.

ED 147 596

Native American Career Education Unit. Planning.

ED 147 604

Native American Career Education Unit. Putting It All Together.

ED 147 605

Native American Career Education Unit. Putting Your Money to Work.

ED 147 601

Native American Career Education Unit. The Career Fair.

ED 147 607

Native American Career Education Unit. The Community in Transition.

ED 147 600

Native American Career Education Unit. The Community.

ED 147 599

Native American Career Education Unit. Working for the People.

ED 147 603

Native American Career Education. A Curriculum Guide.

ED 147 595

Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.

ED 147 622

Fayette County Public Schools, Lexington, Ky.

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Interim Report. Volume I.

ED 147 534

Florida State Univ., Tallahassee. Program of Vocational Education.

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 1. Organizing for DBLDE.

ED 147 447

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 2. Comparison of Program Output with Community Occupational Needs.

ED 147 448

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 3. Assessing Student Career Interests.

ED 147 449

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 4. Facilities and Equipment Evaluation.

ED 147 450

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 5. Analysis of Community Resources Utilization.

ED 147 451

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 6. Evaluation of Occupational Competencies.

ED 147 452

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 7. Evaluation of Instructional Personnel.

ED 147 453

Data-Based Locally Directed Evaluation of Vocational Education Programs. Component 8. Assessment of Local Budget Policy for Support of Vocational Instructional Programs.

ED 147 454

Data-Based Locally Directed Evaluation of Vocational Education Programs. Final Report. July 1, 1976 to June 30, 1977.

ED 147 445

Responsible Vocational Education through Data-Based Locally Directed Evaluation. A Guide for Teachers, Supervisors, and Administrators.

ED 147 446

Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.

Vocational Education Teacher Training Program. Trust Territory of the Pacific Islands. July 1976-October 1977.

ED 149 028

Health Services Mobility Study, New York, N.Y.

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 1. Basic Tools: Concepts, Task Identification, Skill Scales and Knowledge System.

ED 149 021

The Health Services Mobility Study Method of Task Analysis and Curriculum Design. Research Report No. 11. Volume 2. Writing Task Descrip-

- tions and Scaling Tasks for Skills and Knowledge: A Manual.
ED 149 022
- The Technologist Function in Fields Related to Radiology: Tasks in Radiation Therapy and Diagnostic Ultrasound. Research Report No. 9; Relating Technologist Tasks in Diagnostic Radiology, Ultrasound and Radiation Therapy. Research Report No. 10.
ED 149 018
- Illinois State Advisory Council on Adult, Vocational and Technical Education, Springfield.**
ECCMC Evaluation Report.
ED 147 552
- Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.**
Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.
ED 147 548
- Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.**
An Integrated Curriculum for Chronic Disruptive Youth.
ED 147 504
- Iowa Central Community College, Fort Dodge.**
Experience Based Career Education Project. Annual Evaluation Report, 1976-1977.
ED 147 547
- Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.**
Addresses and Interactions. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).
ED 147 479
- Basic Principles for Agriculture and Agribusiness Education.
ED 147 477
- Identification of Activities to Enhance Articulation between Secondary and Postsecondary Vocational Agriculture Programs in Iowa.
ED 147 562
- Strategies for Revision of Curriculum and Program Restructuring of Vocational Agriculture in Iowa. Final Report.
ED 147 476
- A Study of Supervised Occupational Experience Programs of Iowa Vocational Agriculture Students.
ED 147 561
- Summary of Proceedings. Project 2000 Forum for Agricultural Education in Iowa (Ames, Iowa, February 24-25, 1976).
ED 147 478
- Joy Mfg. Co., Franklin, Pa.**
Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.
ED 147 468
- Kearny Board of Education, N.J.**
Comprehensive Career Education Curriculum Guide for the Trainable.
ED 147 631
- Keene State Coll., N.H.**
How New Hampshire Employers Evaluate Their Employees. Implications for Vocational Education.
ED 149 030
- Lane Community Coll., Eugene, Oreg.**
An Analysis of Cluster Program Needs in the Portland Public Schools.
ED 147 521
- Guidelines for Obtaining & Using Data in Vocational Program Planning.
ED 147 520
- Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.
ED 147 518
- Procedures for Community College Planning and Curriculum Development.
ED 147 522
- Las Cruces School District, N. Mex.**
Project EXCEL (Experience-Based Education Learning Program) of the Las Cruces Public Schools. Evaluation Report for the 1976-77 School Year.
ED 147 622
- Louisiana State Univ., Baton Rouge. School of Vocational Education.**
A Comprehensive Follow-Up System of Louisiana's Vocational Education Students Who Have Completed Training, or Left with Marketable Skills. A Research Report.
ED 147 542
- Louisiana Tech Univ., Ruston. College of Home Economics.**
Opportunities and Directions of the Vocational Home Economics Programs as Perceived by Louisiana School Superintendents and Supervisors. Final Report.
ED 147 551
- Maine School Administrative District 51, Cumberland Center.**
Experience Based Career Education. Career Development: A "K to 12" Model for an Urban School District. Interim Report.
ED 147 566
- Manatee Junior Coll., Bradenton, Fla.**
Compilation of Case Studies: Exemplary Placement and Follow-Up Studies.
ED 147 533
- A Comprehensive Program of Vocational Education for Career Development: K-University. Final Report.
ED 147 531
- An Inservice Model: Micro-Interviewing Skill Development for Occupational Placement Specialists.
ED 147 532
- Manpower Administration (DOL), Washington, D.C. Office of Research and Development.**
An Empirical Analysis of the Voluntary Part-Time Labor Market.
ED 147 643
- Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.**
CETA in Eastern Massachusetts. Final Report.
ED 149 047
- Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.**
Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report.
ED 147 567
- Middlesex Community Coll., Middletown, Conn.**
Nuclear Medical Technology. Curriculum for a Two Year Program. Final Report.
ED 147 469
- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.**
Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).
ED 147 506
- Minnesota Univ., St. Paul.**
Advocacy on Issues: Accountability, Work Experience, Assessment, Career Clusters, Post-Secondary Expansion.
ED 147 470
- Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).
ED 147 506
- Minnesota Univ., St. Paul. Div. of Home Economics Education.**
Special Needs Students in Regular Home Economics Programs: 1977 Report on Minnesota Secondary In-Service Teacher Education.
ED 147 556
- National Business Education Association, Washington, D.C.**
Business Ownership and Management Core Curriculum. Teacher's Guide.
ED 147 559
- Business Ownership Curriculum Project for the Prevocational and Exploratory Level (Grades 7-9). Final Report.
ED 147 558
- New Hampshire Facilitator Center, Concord.**
Vocational Diffusion Assistance Project. Final Report.
ED 147 507
- New Mexico State Univ., Las Cruces.**
Pilot Course in Century 21 Shorthand. An Evaluation of the Project.
ED 147 481
- Pilot Course in Century 21 Shorthand. Fourth Semester. An Evaluation of the Project. Final Report.
ED 147 484
- Pilot Course in Century 21 Shorthand. Second Semester. An Evaluation of the Project.
ED 147 482
- Pilot Course in Century 21 Shorthand. Third Semester. An Evaluation of the Project.
ED 147 483
- New South Wales Univ., Kensington (Australia).**
The Educational Implications of Industrial Democracy.
ED 149 024
- New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.**
A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.
ED 147 494
- A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.
ED 147 495
- North Carolina State Univ., Raleigh. Center for Occupational Education.**
Ability Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 13.
ED 149 037
- Affective Correlates of Systematically Derived Occupational Variables: A Repeated Study. Ergometric Research and Development Series Report No. 12.
ED 149 036
- The Development of Activity Preference Scales Based on Systematically Derived Work Dimensions: An Ergometric Approach to Interest Meas-

- urement. Ergometric Research and Development Series Report No. 15.
ED 149 039
Occupational Clusters Based on Systematically Derived Work Dimensions: Final Report. Ergometric Research and Development Series Report No. 16.
ED 149 040
A Systematic Procedure for Estimating the Human Attribute Requirements of Occupations. Ergometric Research and Development Series Report No. 11.
ED 149 035
Systematically Derived Dimensions of Human Work. Ergometric Research and Development Series Report No. 14.
ED 149 038
North Dakota State Board for Vocational Education, Bismarck.
Construction Technology. Curriculum Guide.
ED 147 463
Energy and Power Technology. Curriculum Guide.
ED 147 464
Graphic Communications. Curriculum Guide.
ED 147 461
Insights into Industry and Technology. Curriculum Guide.
ED 147 648
Manufacturing Technology. Curriculum Guide.
ED 147 462
North Dakota Industrial Arts. Introduction. Curriculum Guide. Level 1.
ED 147 460
Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).
ED 147 506
North Dakota State Univ., Fargo.
Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).
ED 147 506
North Fayette County Area Vocational Technical School, Connellsville, Pa.
Trade and Industrial Education. Course of Study for Mine Equipment Maintenance.
ED 147 468
Northeastern Univ., Boston, Mass. Dept. of Economics.
The Implementation of CETA in Boston, 1974-77. Final Report.
ED 147 642
Norwich Regional Vocational Technical School, Conn.
Project Explore. Final Report.
ED 147 467
Ohio State Univ., Columbus.
Information for a Vocational Education Plan. Contracting Districts.
ED 147 618
Information for a Vocational Education Plan. Individual School Districts.
ED 147 617
Information for a Vocational Education Plan. Joint Vocational School Districts.
ED 147 619
Instructions for Completing the Vocational Education Reporting/Planning Form.
ED 147 616
Local Education Agency Planning.
ED 147 471
Ohio State Univ., Columbus. Center for Human Resource Research.
Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.
ED 147 540
Ohio State Univ., Columbus. Center for Vocational Education.
Implications of Research Findings on Vocational and Career Education for the Mentally Handicapped. Occasional Paper No. 33.
ED 147 637
Improving the Quality and Quantity of Vocational Education in Corrections. National Conference on Vocational Education in Corrections (Houston, Texas, May 16-18, 1977). Leadership Training Series No. 53.
ED 147 475
Increasing the Impact of Innovative Projects. Conference Proceedings. Leadership Training Series No. 51.
ED 147 571
Occupational Information Resources. A Catalog of Data Bases and Classification Schemes. Information Series No. 104.
ED 146 458
Resources in Vocational Education. Volume 10. Number 5.
ED 147 539
Resources in Vocational Education. Volume 10. Number 6.
ED 147 612
Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.
ED 147 560
Youth Unemployment: Implications for Vocational Education R & D. Occasional Paper No. 32.
ED 147 636
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Development and Implementation of Internship Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.
ED 147 466
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Increasing the Impact of Federally-Administered Vocational Education Exemplary Projects. Final Report. Leadership Training Series No. 52.
ED 149 031
Occupational Preparation Programs: Implications for Vocational Education R & D. Occasional Paper No. 31.
ED 149 014
Resources in Vocational Education. Volume 10. Number 1.
ED 149 015
Resources in Vocational Education. Volume 10. Number 2.
ED 149 026
Resources in Vocational Education. Volume 10. Number 3.
ED 149 017
Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.
Vocational Education Needs Assessment for the Oklahoma City and Tulsa Public School Systems.
ED 147 517
Oregon State Dept. of Education, Salem.
Career Education Program Assessment.
ED 147 503
Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
An Analysis of Cluster Program Needs in the Portland Public Schools.
ED 147 521
Guidelines for Obtaining & Using Data in Vocational Program Planning.
ED 147 520
Guidelines for Using Data in Vocational Program and Curriculum Planning at the State Agency Level.
ED 147 519
Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.
ED 147 518
Parkway School District, Chesterfield, Mo.
Parkway Experience-Based Career Education. Annual Interim Report. First Year. October 1, 1976 to September 30, 1977.
ED 147 546
Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pennsylvania's Abstracts of Research and Related Materials in Vocational Education.
ED 147 640
A Work Experience Video Tape Satellite Project for EMR Students. Final Report.
ED 147 620
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.
ED 147 515
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Competency Profile of Vocational Administrators. Vocational-Technical Education Research Report. Volume 15, Number 13.
ED 147 565
Identification and Development of Selected Modules for the Home Health Management Assistant Program. Final Report. Health Occupations. Monograph Number 4.
ED 147 553
Vocational-Industrial Education Research Report. Volume 15, Number 14.
ED 147 593
Profile of Adult Vocational Teachers in Pennsylvania. Adult Vocational Education, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 147 473
Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pioneer Cooperative Educational Service Agency's Experience-Based Career Education Program. Interim Report.
ED 147 528
Pittsburgh Univ., Pa. School of Education.
Continuation of a Project to Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations. Final Report.
ED 147 550
Portland Public Schools, Ore.
An Analysis of Cluster Program Needs in the Portland Public Schools.
ED 147 521
Guidelines for Obtaining & Using Data in Vocational Program Planning.
ED 147 520
Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report.
ED 147 518
Portland Public Schools, Ore. Area III Office.
[Vocational Village Staff Handbook].
ED 149 044

Rutgers, The State Univ., New Brunswick, N.J.

Vocational Education in Correctional Institutions (New Brunswick, New Jersey, June 16-June 28, 1968). Report. National Seminar.

ED 147 530

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

ACCEPT. Academic Cooperative Career Education Program Today. An Integrated Approach to Cooperative Education.

ED 147 628

Airbrush Technology.

ED 147 630

Basic Electricity. Part 1.

ED 147 624

Basic Electricity. Part 2.

ED 147 625

Basic Electricity. Part 3.

ED 147 626

Basic Electricity. Part 4.

ED 147 627

The Child-Care Teacher Aide-A Guide for Teachers.

ED 147 492

Comprehensive Career Education Curriculum Guide for the Trainable.

ED 147 631

Exploring Small Animal Care. Teacher's Guide.

ED 147 569

From Autos To Stereos. A Collection of Readings.

ED 147 633

Introduction to Marketing for 9th Grade Students.

ED 147 632

A Marketing and Distribution Curriculum Guide.

ED 147 629

Monster Math.

ED 147 570

Readings in Air Conditioning and Refrigeration.

ED 147 491

Readings in the Automotive Trade.

ED 147 568

Saint Charles Parish Schools, Luling, La.

An Experience-Based Career Education Model. Interim Report, 9/27/76-9/26/77.

ED 147 621

South Dakota State Dept. of Public**Instruction, Pierre. Div. of****Vocational-Technical Education.**

Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).

ED 147 506

South Dakota State Univ., Brookings.

Proceedings. Training Institute for Rural Disadvantaged (August 17-21, 1970).

ED 147 506

South Dakota Univ., Vermillion.**Educational Research and Service Center.**

Vocational Education: A Challenging Alternative for the Gifted and the Talented Student. A Manual for Guidance Counselors.

ED 146 455

Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide.

ED 146 456

Vocational Education: An Opportunity for the Gifted and the Talented Students.

ED 146 454

South Dakota Univ., Vermillion. School of Education.

Development of Curricula for Vocational Preparation of the Gifted and Talented Students in Secondary and Post-Secondary Education. Final Technical Report.

ED 146 457

Southern Illinois Univ., Carbondale. Coll. of Education.

Word Processing Curriculum Guide.

ED 147 493

Southern Illinois Univ., Carbondale.**School of Technical Careers.**

Word Processing Curriculum Guide.

ED 147 493

Synectics Corp., Allison Park, Pa.

Job Counseling and Placement for the Use of Basic Skills. Volume 2: Jobs.

ED 146 451

Utah State Board of Education, Salt Lake City. Div. of Research and Development.

An Assessment of Principal Needs and Alternative Solutions for Cooperative Education Programs in Utah, 1977.

ED 147 545

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Evaluation Design for Clusters Approach to Career Education (CACO).

ED 147 634

Proposed Teacher Training Program and Instructional Materials for Clusters Approach to Career Orientation Project.

ED 147 635

A Rationale and Structure for "A World of Choice: Careers and You."

ED 147 615

A World of Choice-Careers and You. Student Workbook.

ED 147 614

A World of Choice-Careers and You. Teacher's Guide.

ED 147 613

Williamsport Area Community Coll., Pa.

Eradicating Sexism in Vocational Education. Final Report.

ED 147 564

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Developing and Verifying a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education. Final Report.

ED 147 567

Wisconsin Univ. - Stout, Menomonie.**Center for Vocational, Technical and Adult Education.**

National Conference for Trade and Industrial Education Professional Personnel. Theme: Issues with Implications for Professional Development Activities (Dallas, Texas, January 13-15, 1976). Final Report.

ED 147 472

Women's Bureau (DOL), Washington, D.C.

Women with Low Incomes.

ED 147 645

Sample Project Resume



PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1976 (PL-94-482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-3304

Supporting Vocational Education by Improving Vocational Guidance and Counseling Programs and Activities.

Principal Investigator: Hutchens, Corry M.

Recipient Institution: Alabama State Department of Education, Montgomery, Alabama 36130

Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78

Supporting Agency: Alabama State Department of Education, State Office Building, Montgomery, Alabama 36130

Summary of Project: Objectives of this project are to train counselors in the following vocational guidance areas: (1) planning and evaluating vocational guidance programs; (2) developing objectives; (3) reducing occupational sex role stereotyping; (4) assisting girls and women in selecting careers; (5) understanding educational and vocational options; (6) job placement; (7) changing work patterns of women; (8) using specialists from industry in counseling activities; and (9) assessing individual aptitudes, abilities, and achievements. Four hundred counselors will be trained in a four-day workshop. An advisory committee will be utilized to identify the specific objectives and procedures for the workshop. Other state projects and resources will be utilized in implementing the workshop and training activities. Vocational counselor materials will be secured and presented to workshop participants, who will develop plans at their home base, for utilizing skills and materials obtained in the workshop. State staff will assist local counselors in developing and implementing their local programs. (Sec. 135)

VTP-3305

Arizona Skills Curriculum Project.

Principal Investigator: Riddle, Jack

Recipient Institution: Maricopa County Skill Center, Phoenix, Arizona 85007

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: The purpose of this project is to develop and produce for dissemination a minimum of 140 individualized learning packets as distributed in the cluster areas of clerk-typist, automotive mechanics, and welding. This project will consist of development, production, and dissemination of individualized learning packets. The present curriculum coordinators at Tucson Skill Center and Maricopa County Skill Center and the instructor writers at both centers will produce fifty-five clerk-typist packets, thirty-five automotive mechanics packets and fifty welding packets. Appropriate audiovisual materials will also be developed as the instructor writers identify the need for such materials. (Sec. 133)

VTP-3306

Curriculum Proposal for Health Occupations Education.

Principal Investigator: Saad, Thomas J.

Recipient Institution: Arizona State Board of Directors for Community Colleges, Phoenix, Arizona

Start—End Dates: Start Date 1 Apr 78; End Date 30 Sep 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: The objective of this project is to develop terminal competencies for graduates of associate degree nursing programs in rural and urban community colleges in Arizona. Procedures will be to (1) determine the competency areas appropriate to associate degree nursing graduates; (2) devise a list of specific competencies for each area appropriate to associate degree nursing graduates; (3) provide industry input and reaction to the list of competencies resulting in a revised list; and (4) finalize and endorse the list of competencies resulting in approved document. (Sec. 133)

VTP-3307

DE Curriculum Project - Phase II.

Principal Investigator: Antrim, William

Recipient Institution: Arizona University, Tucson, Arizona 85721

Start—End Dates: Start Date 15 Apr 78; End Date 15 Aug 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Contract and/or Control No.: 338-11

Summary of Project: This phase of the project continues the development of distributive education competency-based curriculum for use by Arizona DE teacher/coordinators. Specifically, it is intended to complete the career level curriculum and to update the entry-level materials. The end product will be a 500-page competency-based career level DE curriculum in a three-ring binder. (Sec. 133)

VTP-3308

A Demonstration Model for the Students, Teachers, and Parents in the World of Careers.

Principal Investigator: Moffett, Gene D.

Recipient Institution: Casa Grande Elementary School District 4, Casa Grande, Arizona

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Objectives of this project are to (1) design, develop and implement an early, indepth career exploration model for all grades K-8; (2) use five career exploration work stations for the purpose of demonstration; (3) give students an opportunity to participate in at least one area of early, indepth career exploration activities; and (4) involve parents in career development through school-related activities, in classes, and as career resource persons. Procedures will include (1) completing activities and project implementation; (2) promoting participation by students and teachers; (3) completing the packaging of six career units for integration and implementation in regular classrooms within the district; and (4) promoting parental and community involvement. The end product will be five portable work station units with documented reports as to their effectiveness in Casa Grande elementary schools. (Sec. 132)

VTP-3309

An Education-Community Center for Students Leading to Educational or Vocational Placement (Jobology Center).

Principal Investigator: Walton, Barbara

Recipient Institution: Scottsdale Unified School District 48, Scottsdale, Arizona 85018

Start—End Dates: Start Date 7 Jul 77; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Objectives of this project are to develop (1) resource information concerning businesses and industries within the Phoenix metropolitan area; (2) individualized self-assessment and skill development media and instructional materials; (3) support services for curriculum development preparing students to use the B.I.E. Center; (4) support for a district-wide job clearinghouse service; and (5) future gathering of differing views concerning futuristic approaches to business/industrial education centers. Youth will use resources company profiles of local businesses and industries as part of the job placement process, and will also use self-assessment and skill development instruments as part of the job placement process. Support services will be provided to the district's placement coordinator, teachers, counselors, and high school career center personnel who are working to assist youth in career choice and placement. The Delphi Technique will be conducted with educators, the community, and leaders concerned with future-oriented development, and to initiate discussion of long range planning policies. Products will include resource material on developing placement programs and services at the high school level and a collection of catalogs, bulletins, workbooks, etc., related to job placement readiness and development of company profiles. (Sec. 132)

VTP-3310

Faculty Developed Competency Based Instruction.

Principal Investigator: Giallonardo, Louis

Recipient Institution: Maricopa County Community College District, Mesa, Arizona 85202

Start—End Dates: Start Date 12 Jun 78; End Date 30 Sep 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Objectives of this project are to (1) research competency-based educational (CBE) methods, approaches and extant programs; (2) develop working models for CBE instruction in diverse occupational areas; (3) prepare for implementation in 1978-79 academic year a CBE instructional package; and (4) develop written "cookbook" materials to be available to interested faculty and administrators. Procedures will be to (1) initiate literature search and contact potential consultants; (2) establish a steering committee consisting of administrators and faculty representative of the several occupational program areas, and have this committee evaluate literature and consultant materials; (3) compile CBE literature and consultants' input; (4) commission three faculty members to develop one or more CBE models; and (5) produce the model(s) and prepare technical and managerial reports. End product will be a technical report containing a review and evaluation of CBE literature, description of CBE model construction, and a model CBE curriculum. (Sec. 131)

VTP-3311

An Indepth Study to Investigate Vocational Needs.

Principal Investigator: Hutt, Roger; Rowe, Ken

Recipient Institution: Arizona State University, College of Business Administration, Tempe, Arizona

Start—End Dates: Start Date 14 Jan 78; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Project objectives are to (1) determine high priority vocational education programming needs which should be addressed by the Research Coordinating Unit; (2) determine new, high potential programs which could be developed to address high priority vocational education programming needs which are identified in objective number one listed above; and (3) determine existing programs which are presently being planned or implemented by Arizona educational institutions to address high priority needs identified. Procedures will be to (1) select sample of opinion leaders; (2) use descriptive research method for achieving objectives; (3) collect data by interview guide and record answers by audio tape recorder; (4) analyze data by summary of participants' responses; and (5) content analyze responses to each question. Specifically, procedures for Objective I will be to code each theme representing a different priority, indicate a frequent count for each category and show total number of priority items; for Objective II, identify program specialist respective to priority areas specified and invite program specialists to participate in group conferences to develop solutions to specific priority needs; for Objective III, pertinent data will be collected in conjunction with the research procedures for achieving Objectives I and II by including appropriate questions to the interview guides used in achieving the first two objectives. (Sec. 131)

VTP-3312

Intensified Office Laboratory - Curriculum Workshop.

Principal Investigator: Thomas, Violet

Recipient Institution: Arizona University, College of Education, Tucson, Arizona 85721

Start—End Dates: Start Date 1 Jul 77; End Date 5 Aug 77

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: The goal of this project is to assist educators in developing materials for enrichment of the existing secondary school business curriculum in the state of Arizona. Objectives are the following: (1) each teacher participating in the two week workshop will be assigned to an office in the Phoenix area to complete work stations based on the actual materials and procedures used in that office; and (2) each participating teacher will develop laboratory materials (based on the actual office procedures) to be used in the classroom. Procedures will be to (1) select director of the workshop; (2) select fifteen business education teachers to participate; (3) select business offices in the Phoenix area including those with branch offices and similar occupational positions throughout Arizona; (4) fifteen business education teachers will each conduct an occupational analysis of a work station in business offices in Phoenix, Arizona; and (5) each workshop participant will develop training packets for a complete work station based on actual materials and procedures used in a specific position within a specific office. (Sec. 133)

VTP-3313

Perceptions of Business Education Programs in Selected Tucson Area High Schools.

Principal Investigator: Clark, Sally N.

Recipient Institution: Arizona University, College of Education, Tucson, Arizona 85721

Start—End Dates: Start Date 1 Apr 78; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: The purpose of this project is to develop a questionnaire to be used to ascertain the perceptions of students, teachers, counselors and administrators regarding current programs in business and office education. Procedures will be to (1) develop questionnaire to be used; (2) get approval of questionnaire; (3) contact schools to be surveyed (administration and staff); (4) print questionnaire; (5) administer questionnaire; and (6) analyze results of questionnaire using appropriate statistical procedure. (Sec. 131)

VTP-3314

Postsecondary Office Mid-Management Curriculum.

Principal Investigator: Thomas, Violet

Recipient Institution: Arizona University, Tucson, Arizona 85721

Start—End Dates: Start Date 30 Apr 78; End Date 1 Jul 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: The goal of this project is to assist educators in developing curriculum materials for enrichment of the existing postsecondary business and office curriculum in Arizona. Each instructor participating in the three-week workshops will be assigned to an office in the Phoenix area to develop a complete work station based on actual materials and procedures used in that office. Each participating instructor will develop curriculum materials at the office mid-management level to be used in the postsecondary classroom. (Sec. 133)

VTP-3315

Power and Automotive Articulation.

Principal Investigator: Hirata, Ernest

Recipient Institution: Arizona State University, Tempe, Arizona

Start—End Dates: Start Date 1 Jul 77; End Date 1 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: The purpose of this project is to develop an articulated power mechanics/auto mechanics program to include grades seven-fourteen. Procedures will be to (1) Assemble twenty five teachers from the industrial arts and trade and industry to do a task analysis; (2) review task analysis and determine levels each task is to be taught; and (3) develop curriculum materials reflecting the above tasks. Curriculum guides and source materials will be the end product of the project. (Sec. 133)

VTP-3316

Self-Management for the Transitional Student.

Principal Investigator: Jacobs, Duane

Recipient Institution: Eastern Arizona College, Thatcher, Arizona 85552

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Objectives of this project are to develop a self-management course designed to provide direct instruction for participation of students enrolled in it and provide a self-management climate by providing administration, faculty and related staff to third phase self-management and personal development experiences and classroom management whereby the student will encounter "self-management" in classroom activities, social activities, career planning and job preparation activities. Two hundred students will develop a self-management plan of action as explained by completed plans of action. These students will have an opportunity to use/analyze life and career planning elements including sex stereotype analysis. At least sixty administrators and faculty members at Eastern Arizona College will complete the last of a three-phase, self-management project as evidenced by the activities in the project and the development of personal management plans of action. Products will include (1) a bibliography of source materials; (2) library acquisition of significant related materials; (3) printed materials in the form of letters and brochures to be disseminated to secondary and community college personnel; and (4) self-evaluation media such as a workbook or handbook, or a series of classroom models. (Sec. 132)

VTP-3317

Special Research Project in Agricultural Education Post Secondary Manpower Needs.

Principal Investigator: Hubura, David

Recipient Institution: Arizona University, Board of Regents, Tucson, Arizona 85721

Start—End Dates: Start Date 15 Apr 78; End Date 30 Sep 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Objectives of this project are to (1) establish, in selected areas of Arizona, the number of technical level employment opportunities in specific agricultural job clusters; (2) determine the salary level associated with each technician level agricultural job cluster identified; and (3) produce a written report detailing the findings in one and two above. Procedures will be to use the data base of names and addresses of 2,200 Arizona agricultural employers established by the University of Arizona College of Agriculture, and to prepare, conduct, tabulate, and analyze data from a mail and telephone survey of these businesses to determine the employment and salary data noted in objectives one and two. The survey is expected to produce detailed manpower data by job cluster and geographic area essential to planning for agricultural technician vocational training programs in Arizona. (Sec. 131)

VTP-3318

S.T.E.R.E.O. (Strategies, Techniques, and Effective Resources for Equalizing Opportunities.)

Principal Investigator: Kote, Mary

Recipient Institution: Maricopa County Skill Center, Phoenix, Arizona 85007

Start—End Dates: Start Date 15 Aug 77; End Date 30 Aug 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Project objectives are to collect, develop, print, and disseminate curriculum materials designed to overcome sex bias and sex stereotyping in vocational education. Procedures will be to develop in loose-leaf format a notebook containing materials designed to assist vocational education personnel in eliminating sex bias and sex stereotyping. Notebook contents will include activities for the handicapped, policies and procedures of the Arizona Department of Education, legislation, labor market data, structured experiences, and a resource bibliography. (Sec. 133)

VTP-3319

Yavapai County Plan for Vocational Education.

Principal Investigator: Bergman, Ed

Recipient Institution: Yavapai College, Prescott, Arizona 86301

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007

Summary of Project: Procedures will be to (1) develop a county plan for the establishment and implementation of computerized recording of retrieval system; (2) establish and implement a program to identify occupational training needs in Yavapai county; (3) establish and implement a program to identify project labor market opportunities and needs in Yavapai county; (4) specify and update performance requirements of each family of occupants for basis of instructional planning; and (5) pool and coordinate curriculum resources and ancillary services, and develop program planning procedures. Products will include a written document describing the procedures for executing a countywide plan and a document describing the procedure for establishing a computer data base for planners and counselors. (Sec. 132)

VTP-3320

Assessing Basic Learning Competence in the Postsecondary Vocational-Technical Schools of Florida.

Principal Investigator: Tully, G. Emerson

Recipient Institution: Florida Board of Regents, Tallahassee, Florida 32304

Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The project, aimed at assessing general education competencies in six of Florida's postsecondary vocational schools, has the following objectives: (1) field test instruments designed to facilitate entry level placement of vocational students; (2) train a cadre of vocational teachers and administrative personnel in the administration of tests designed to measure competency-based outcomes; (3) determine the extent to which vocational students generally display mastery of basic learning in general education; (4) further the competency-based concept in vocational education; and (5) provide a basis for a comparative evaluation of the general and special educational needs of younger adults (age 18-21) with older adults (22 and older) enrolled in postsecondary programs and offered by vocational schools. Prior to the administration of the tests, participating schools will be visited by project staff members to train teachers in the test administration. The administration of competency tests is substantially different from administering conventional group tests and requires the use of audiovisual projection equipment as well as the use of tape recorders. Tests will be scored before the end of the year (1977). Project staff will visit participating schools in early 1978 to present test results. Steps preparatory to the testing phase that will need to be taken are: (1) sending out letters of invitation to centers to participate in the project; (2) visiting participating centers to plan for testing; and (3) evaluating the initial development of the project. (Sec. 131)

VTP-3321

Assessing the Impact of an Open Entry/Open Exit System and Individualized Competency Based Vocational Instruction on Duties and Responsibilities of Administrators, Counselors, and Teachers within Selected Florida School Districts.

Principal Investigator: Upton, Ralph

Recipient Institution: Saint Johns County Schools, St. Augustine, Florida, 32084

Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Objectives of this project are to (1) identify schools in three different school districts of small, medium, and large sizes with open-entry and open-exit systems of individual competency-based vocational education at the secondary level; (2) review the literature and research concerning open-entry/open-exit systems and individualized competency-based vocational education at the secondary level; (3) conduct onsite observations and interviews in the three school districts; (4) develop and administer a survey instrument onsite to the population of all staff involved with the open-entry/open-exit programs in the three school districts; and (5) summarize and analyze the data collected on the survey instruments. Procedures will be to select a project manager to conduct the research activities; identify three sites to be included in the study; develop and field test a questionnaire to be used with a selected group of teachers, administrators, and support personnel in the selected sites. A revised questionnaire will be administered to the population of vocational teachers, administrators, and support personnel involved in the organization and operation of the open-entry/open-exit systems. Products to be delivered will include a final report containing the findings, implications, and recommendations of the study, and a handbook of guidelines for vocational educators and administrators to use in planning, organizing, and operating open-entry/open-exit system of individualized competency-based vocational education programs at the secondary level. (Sec. 131)

VTP-3322

Career Guidance Counselor Education Training.

Principal Investigator: Soldwedel, Bette J.

Recipient Institution: University of North Florida, Jacksonville, Florida 32216

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of the project is to develop a competency-based level career guidance curriculum within a university counselor education program to provide counselors-in-training with the skills and knowledge necessary to accomplish the goal of aiding Florida public school students in acquiring relevant educational experiences, decision-making skills, and up-to-date occupational information appropriate to developing realistic post-secondary plans and aspirations. Procedures will be to (1) conduct workshops to establish a training needs assessment in Region II for students, parents, teachers, occupational specialists, counselors, administrators and

representatives of the largest employers from business, industry, and the professions; (2) develop a draft curriculum model for career guidance instruction within a university counselor education program; (3) solicit commentaries from affected clientele and expert consultants; (4) revise model; (5) develop instructional career guidance manual and curriculum guides, utilizing competency-based strategies; and (6) implement the program. (Sec. 134)

VTP-3323

Career Information Model for Parents.

Principal Investigator: Highland, William

Recipient Institution: Marion County Public Schools, Ocala, Florida 32670

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Objectives of the project are to (1) develop a practical model for working with parents regarding the career planning of their child; (2) develop materials and resources to utilize in the implementation of the model; (3) train counselors and occupational specialists to utilize the model and materials in working with parent groups; and (4) disseminate the model, materials and training program throughout the state of Florida. Procedures will be to (1) develop the model and materials; (2) pilot test and refine the model and materials with groups of parents; and (3) conduct small group training with selected counselors. (Sec. 134)

VTP-3324

Catalog of Innovations Development.

Principal Investigator: Hinley, Hugh

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 15 Feb 78; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of the project is to develop a catalog of innovative practices and programs so that vocational education personnel will have pertinent information regarding exemplary programs and can change vocational education practices in Florida. Outstanding projects identified through Florida's program review procedures will be visited by a project staff member. The purpose of each visit will be to verify that the program is both exemplary and innovative in nature by observing the program in operation; and describe the program in written form for publication in the catalog. The written description will identify the program by name, give its location, the teacher's and administrator's names, and a brief description of the program. The most significant research projects as identified by the Bureau of Research, Dissemination and Evaluation, will be abstracted and cataloged in a standard format for publication. The abstract will contain a brief description of the research project and, where applicable, a statement on the impact the project is having on vocational education in Florida. (Sec. 131)

VTP-3325

Continuation of a Pilot Project Designed to Demonstrate a Model to be Used in the Evaluation of a Research Coordinating Unit.

Principal Investigator: Hinley, Hugh

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Objectives of this project are to (1) conduct an assessment of the impact of research and exemplary activities funded by the Florida Research Coordinating Unit (RCU) during the period January 1965-June 1976; (2) identify institutional change resulting from participation impact; (3) assess the utilization of R & D products; (4) design and implement a model of the annual update and evaluation of products, procedures, and processes developed through the RCU effort; and (5) prepare contract and grant materials and products for microfiche. (Sec. 131)

VTP-3326

Continuation of Development and Validation of a Competency-Based, Preservice/Inservice Learning System for Vocational Teachers.

Principal Investigator: Harrington, C. Tracy

Recipient Institution: University of West Florida, Tallahassee, Florida 32301

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Objectives of the project are (1) development of new instructional materials determined to be needed, using the analysis, media selection, and instructional strategies procedures of the CDS model; (2) formative evaluation and revision of adapted and developed instructional materials, in both individual small group and large group tryouts with two target populations: instructors of special needs groups and instructors of regular vocational students; (3) development of an instructor's manual to

insure effective transportability of the learning system to a wide inservice/preservice population; and (4) final production of a validated learning system for use in inservice and preservice training programs of vocational teachers as they individualize instruction. Procedures are outlined in a project titled "Development and Validation of a Competency-Based, Preservice/Inservice Learning System for Vocational Teachers." This project anticipates developing linkages with the ongoing Competency-Based Teacher Education project at Florida State University, and the developmental curriculum efforts in the V-TECS project, a consortium of states operating under the direction of the Southern Association of Colleges Schools. (Sec. 131)

VTP-3327

Continuation of Vocational-Technical Education Consortium of States (V-TECS).

Principal Investigator: Perkins, L. H.

Recipient Institution: University of West Florida, Tallahassee, Florida 32301

Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of the project is to develop a catalog of performance objectives, criterion referenced measures, performance guides, and tool and equipment lists for the occupation of farm equipment mechanic. Procedures will be to conduct state-of-the-art study; develop task list; select and manage writing team; train writing team; and develop catalog of objectives, using validation procedures followed by V-TECS. (Sec. 133)

VTP-3328

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups.

Principal Investigator: Hinley, Hugh

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 15 Feb 78; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of this project is to develop a model which can be used to assess needs with reference to sex stereotype and sex bias in vocational education programs in Florida. Procedures will be to review literature and current research to identify a needs assessment model which, when applied in different situations (as vocational technical centers, secondary schools, special education programs), will show the extent to which there is noncompliance and where specific steps should be taken to eliminate such bias; and develop a field tested model designed to identify needs in vocational education programs associated with sex role stereotyping and sex-bias problems. (Sec. 131)

VTP-3329

Dissemination of Employability Skills Series to Middle School Guidance Departments.

Principal Investigator: Price, Mary K.

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of this project is to implement and institutionalize the Employability Skills Series in middle school guidance programs by conducting regional training sessions for district guidance supervisors, who in turn will conduct local workshops on implementing the series. Each guidance department inserviced will receive a specimen set of materials. (Sec. 134)

VTP-3330

Employability Skills Curriculum for Disadvantaged Adults and Older Adolescents.

Principal Investigator: Soldwedel, Bette J.

Recipient Institution: University of North Florida, Jacksonville, Florida 32216

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The objective of this project is to initiate a comprehensive employability skills curriculum to serve the disadvantaged adult and adolescent population. Graduate students will be trained in the administration of the Adkins Life Skills Program. This course is a multi-media program that teaches the target population how to choose, find, get and keep a job. The program includes video, audio, and printed materials as well as group and individual exercises and training. The trained facilitators will implement the course through a community outreach program of the Division of Studies in Education at the University of North Florida. Initial implementation of the study will serve as a field test in the northeast Florida region. (Sec. 134)

VTP-3331

Extending GRAD II (A Computer Matching of Students/Employers) to the University of North Florida.

Principal Investigator: Mayberry, Maurice

Recipient Institution: Florida University, Gainesville, Florida 32611

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Objectives of the project are to determine if the University of Florida GRAD II program involving the computer matching of students (for cooperative education opportunities and summer jobs), current graduates and alumni (for career jobs), with potential employers can be successfully expanded to include other institutions in the SUS. Procedures will be to (1) modify the University of Florida GRAD II Program to make it compatible with University of North Florida academic majors, related career field choices, employers, etc.; and (2) conduct one complete test run using a fifty percent sample of graduating students (500 students) and an employer base of 300 employers. Products to be delivered will include print-outs by individual student participants listing complete data on employers with whom they were matched. (Sec. 134)

VTP-3332

Human Relations Skill Training for Occupational Specialists.

Principal Investigator: Chick, Joyce

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Three competency-based modules in human relations skills will be developed in this project for use by occupational specialists. The modules will include audio cassette tapes and deal with general human relations skills and individual and group interactions. (Sec. 134)

VTP-3333

Impact Study for GRAD II.

Principal Investigator: Mayberry, Maurice

Recipient Institution: Florida University, Gainesville, Florida 32611

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: Objectives of this project are to (1) assess the value of GRAD II as a system for providing students and alumni with information needed to establish contact with potential employers having recruiting needs closely matching their interests and qualifications; and (2) determine the value of GRAD II as a system for providing employers with information concerning students and alumni that enhances the selection process used to meet their employment needs. Procedures will be to develop instruments by which effectiveness of GRAD II can be recorded and evaluated from the viewpoint of the primary contributors (students, alumni and employers) of information into the system. The data will then be statistically evaluated and analyzed. (Sec. 134)

VTP-3334

Individualized Instruction in Communication Skills for Career Success.

Principal Investigator: Soldwedel, Bette J.

Recipient Institution: University of North Florida, Jacksonville, Florida 32216

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of this project is to develop a means whereby university students can instruct themselves in communication skills which will be important to them as they enter the job market. Objectives are to (1) create programmed materials which will introduce students to the importance of effective communication skills in the world of work, provide programmed instruction and self assessment exercises related to the various communication skills, provide opportunities for experiential learning through the use of audio and video materials and equipment, and (2) implement the program as a field study. Procedures will be to (1) examine existing literature and materials related to communication skills training; (2) develop a programmed instruction text on the three specified communication skills of active listening, assertive transactions, and conflict resolution; (3) develop audio and video cassettes which contain practice exercises feedback mechanisms, and self-assessment techniques appropriate to the experiential learning; and (4) field test and evaluate the results by implementing the program as a service of the Career Planning Center of the University of North Florida. (Sec. 134)

VTP-3335

Planning for Counselor Educator Renewal.

Principal Investigator: Maeder, Richard

Recipient Institution: Florida Atlantic University, Boca Raton, Florida 33432

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of this planning meeting of a group of six counselor educators, representing public and private higher education institutions, plus two DOE representatives, will be to consider needs assessment data and develop a specific project of knowledge and skill renewal for counselor educators. (Sec. 134)

VTP-3336

Post-Secondary Occupational Centered Handbook.

Principal Investigator: Lathrop, Robert

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The objectives of this project are to produce an up-to-date handbook of Florida's postsecondary occupational centered educational programs, and to disseminate this handbook to appropriate school personnel as designated by the Student Services Division, State Department of Education. The Career Education Center will work closely with the Student Services Section, Department of Education. Current handbook information will be furnished to the Center, which will assume responsibility for editing, design, typesetting, proofreading, pasteup, and will arrange for printing of this handbook of educational programs. (Sec. 134)

VTP-3337

Production of V-TECS Catalogs.

Principal Investigator: Lathrop, Robert

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: The purpose of this project is to continue the production, dissemination, and diffusion of V-TECS Catalogs and awareness materials as assigned by the Vocational Division. Procedures will be to receive, sequence, edit, layout, and reproduce catalogs and develop, produce, and print brochures for each V-TECS catalog produced.

VTP-3338

A Program for Delivering Career Guidance to Potential, Current and Former Students of the State University System.

Principal Investigator: Reardon, Robert

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Summary of Project: This project is intended to demonstrate the feasibility of extending a proven career guidance delivery system (CCIS) from a single-campus orientation to a multi-campus (SUS) setting. Specific objectives are to conduct a comprehensive evaluation of CCIS prior to any external dissemination of the materials and procedures developed by and used in the program and to expand the base of support for a comprehensive career development services program such as exists at Florida State University and to develop improved procedures for coordination of the elements of this support base. Procedures will be to (1) conduct experimental research on the effectiveness of the career resource center (CCIS) and invite two external consultants to evaluate the program; (2) appoint an advisory council, including faculty, students, staff, alumni, parents, and representatives from business, labor, industry, local schools, and the community, which will report to the president of the university; (3) provide staff support and resources to the advisory council whose task will be to study the career guidance needs of in- and out-of-school persons, and to initiate preliminary efforts to improve coordination, marketing, and use of programs to establish better linkages between education and work. A basic operating manual which sets forth guidelines and program descriptions which institutions of the SUS can adapt to effect career guidance programs to their local environment will be produced. (Sec. 134)

VTP-3339

Refinement and Update of Courses in Career Development for Counselor Education Students: Implementation and Evaluation Counseling.

Principal Investigator: Burck, Harman

Recipient Institution: Florida State University, Tallahassee, Florida 32306
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Summary of Project: The objective of this project is to assess the Career Development Specialist (CDS) program by surveying former students, faculty, supervisors and employers. (Sec. 134)

VTP-3340

School Psychologist Training in Student Vocational Needs Assessment.
Principal Investigator: Soldwedel, Bette J.
Recipient Institution: University of North Florida, Jacksonville, Florida 32216
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Summary of Project: The purpose of this project is to provide resources and training for school psychologists to enable them to assist students in the assessment of their vocational needs. Objectives to be accomplished include the acquisition of skills in the following areas: (1) the development and use of needs assessment techniques; (2) the use and interpretation of varied career-related inventories and scales; and (3) counseling and consultation strategies to assist students in vocational decision making. Procedures will include: (1) the development of instructional materials designed to systematically teach needs assessment techniques; (2) the compilation of an annotated sourcebook of career-related inventories and materials designed to familiarize the school psychologist with the types, uses, and implications and available resources and instruments; (3) the development of a workshop module for inservice training of school psychologists in the areas of career development concepts and principles, needs assessment, and the use of career related inventories and materials; and (4) field testing of the developed materials with a small sample of school psychologists. (Sec. 134)

VTP-3341

Validation and Revision of Curriculum Materials at the Sarasota County Student Center.
Principal Investigator: Holmbraker, Harry
Recipient Institution: Sarasota County Public Schools, Sarasota, Florida 33577
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Summary of Project: Objectives of this project are to systematically validate by field tests, 170 modules developed to bridge gaps between the academic and vocational areas for handicapped students and revise teaching aids based in formative evaluation and expert review. The teaching aids developed by personnel in Sarasota County will be field tested in the northwest region of Florida. Teachers will receive inservice training in the use of the materials prior to use. Standard procedures for validating materials using an instructional system design will be followed.

VTP-3342

Vocational Placement Skills for the VT/SSW.
Principal Investigator: Soldwedel, Bette J.
Recipient Institution: University of North Florida, Jacksonville, Florida 32216
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Summary of Project: The purpose of this project is to develop an inservice training model for visiting teachers and school social workers in the area of employability skills and job placement procedures. The objectives are to enable the visiting teacher/school social worker (VT/SSW) of (1) become acquainted with the local job market, particularly at the unskilled and semi-skilled level; (2) become familiar with successful job placement techniques and procedures; (3) learn methods of consulting with students on a group basis in various components of employability skills; and (4) learn methods of assisting students in utilizing the decision-making process for job selection. (Sec. 134)

VTP-3343

Assessment of the Impact of Vocational Education Programs on Individuals in Illinois.
Principal Investigator: Carvell, Fred
Recipient Institution: CARVELL Education Management Planning, P.O. Box 531, Los Altos, California 94022
Start—End Dates: Start Date 15 Mar 78; End Date 31 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-622

Summary of Project: Objectives of this project are to (1) identify present enrollment patterns in vocational education programs under the auspices of AVTE and other training agencies in the state; (2) determine the characteristics of students enrolled in various vocational programs in each region and geographic location in the state; (3) identify the extent of efforts by LEA's and other training agencies to identify and meet the needs of individual students and the communities they serve; (4) identify and describe exemplary practices in meeting the needs of particular student groups and individuals; (5) identify types and sources of data needed for planning and assessing vocational programs for students with special needs; and (6) develop recommendations for future AVTE planning and implementation in meeting societal needs and problems in the state. Five study phases will include (1) review of all pertinent data files and program records housed at the AVTE and other training agencies included in the study; (2) personal interviews with knowledgeable persons from appropriate state agencies, manpower training programs, and special interest groups with concern for the needs of various target populations for vocational education; (3) a mail survey of all LEA's under the auspices of AVTE and other identified training agencies in the state; (4) onsite visits to a selected group of fifteen to twenty program sites located in various geographic regions and settings in the state; and (5) a student followup analysis at the sites selected for visits by the study team to be supplemented by followup efforts by the study team with selected students.

VTP-3344

AVTE Communication Audit for a Public Relations/Information Program.
Principal Investigator: Stromberg, Elden D.
Recipient Institution: University Graphics Incorporated, 530 South Grand West, Springfield, Illinois 62704
Start—End Dates: Start Date 1 Feb 78; End Date 15 Mar 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-585
Summary of Project: Objectives of this project are to identify the needs and objectives of AVTE as they relate to communications in adult education, vocational/technical education and comprehensive training under CETA; develop a program which will achieve substantial measurable increases in the awareness of target populations served by AVTE; and provide design and production services for the preparation of an AVTE departmental brochure. Information will be gathered regarding AVTE, its mission, program areas and publics served through interviews, observations and analysis. Research and interview findings will be summarized into a Communications Audit Report for the development of an AVTE public relations/information program. Design and production services will be provided for the preparation of an AVTE brochure. The end product from this project will be a comprehensive proposal for the implementation of a public relations/information program in vocational education. (Sec. 131)

VTP-3345

C.E.T.A. - How to Get Involved.
Principal Investigator: Wertz, Dean
Recipient Institution: 2712 Mariner Court, Lynwood, Illinois 60411
Start—End Dates: Start Date 15 Mar 78; End Date 31 Jul 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-626
Summary of Project: Objectives of this project are to develop a handbook that would provide both school administrators and C.E.T.A. prime sponsors with a practical step-by-step guide on how to meet the needs of both C.E.T.A. clients and local education agencies and obtain information from the Government Office of Manpower, C.E.T.A. prime sponsors, local educational agency vocational administrators, and other C.E.T.A. program operators throughout Illinois that might be pertinent to the project. This contract represents only Phase I. The second phase will continue the refinement and development of the handbook as well as the production and dissemination of approximately fifteen hundred copies. Procedures will be to interview local government participants, state C.E.T.A. officials, LEA vocational administrators, and personnel from other prime sponsors to obtain the necessary information for the "How to Get Involved" handbook; design a format that allows the uninformed reader to easily understand C.E.T.A. and its multifaceted opportunities; write the initial version (rough draft) of each chapter; assemble sample materials that comprise the appendix; submit for approval a copy of the rough draft version to AVTE; and proceed to Phase 2 which would include authorization from AVTE to produce the handbook. (Sec. 131)

VTP-3346

Design and Reproduction of Program Materials for Adult, Vocational/Technical Education.

Principal Investigator: Stromberg, Elden D.

Recipient Institution: University Graphics Incorporated, 530 South Grant West, Springfield, Illinois 62704

Start—End Dates: Start Date 8 May 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-637

Summary of Project: The main objective of this project is to provide design, graphic, and production services to DAVTE for an overview brochure of the career guidance center network and, a second edition of the "Specifications and Model Format for Curriculum Products." Graphic design and production services will be provided by UGI for the preparation of the guidance brochure and curriculum publication. This project will provide DAVTE with appropriate program materials to disseminate information about (1) the career guidance center network and (2) specifications for curriculum development in vocational education. (Sec. 133)

VTP-3347

Development and Pilot Testing of an EBCE Instructional Kit.

Principal Investigator: Nelson, Robert E.

Recipient Institution: 2109 Bristol, Champaign, Illinois 61820

Start—End Dates: Start Date 1 Mar 78; End Date 30 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-608

Summary of Project: The overall objective of this project is to prepare a POP Kit which would explain the total EBCE program to be used at both pre- and inservice levels. Other specific objectives, which would be accomplished through the development of the EBCE/POP Kit, include synthesis of research on programs relating to EBCE; overview and comparison of the four EBCE models (RBS, AEL, FWL, NWREL); identification of important features and strengths of each model; implementation experiences of local LEA's in Illinois regarding the EBCE programs; and identification of potential strategies for implementing an EBCE program in an LEA. Procedures will be to devise criteria to determine number and complexity of behaviors to include in the EBCE/POP Kit; identify terminal objectives for each section of the EBCE/POP Kit; develop and pilot test the EBCE/POP Kit; revise the EBCE/POP Kit based on various types of feedback; and make presentations regarding the project and submit 100 copies of the written materials to the Illinois DAVTE. (Sec. 131)

VTP-3348

Development of Illinois Model Career Clusters and Audio Visual Materials Concerning Each Cluster.

Principal Investigator: Gnaedinger, John P.

Recipient Institution: Soil Testing Services, Incorporated, 111 Pfingsten Road, Northbrook, Illinois 60062

Start—End Dates: Start Date 1 Apr 78; End Date 31 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-631

Summary of Project: The objective of this project is to develop model career clusters and audiovisual and visual aids for use in career awareness programs for students. Procedures of this project will be to review existing career clustering concepts; identify the most effective career clustering concept; document selection and relationship of the career clustering concept; select a primary advisory committee; select a sample of clusters from the adopted career clustering system; assemble six to eight people employed in each cluster area to accumulate information relevant to that particular cluster area; develop slide/tape presentations, wall charts and pamphlets in four to six school districts; and field test the slide/tape presentations, wall charts and pamphlets in four to six school districts. (Sec. 131)

VTP-3349

Identification of Innovative Approaches to Vocational Education in Urban Centers.

Principal Investigator: Deloch, Jessie B.

Recipient Institution: 826 South Ada Street, Chicago, Illinois 60607

Start—End Dates: Start Date 1 Mar 78; End Date 31 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-A8-623

Summary of Project: Project objectives are (1) develop and test innovative job and curriculum development procedures as a prerequisite for the future implementation of a transportable urban training model for the disadvantaged; (2) obtain employer commitment to trainee placement and supports as part of a program development process for at least ten to fifteen urban trainees; and (3) document all pertinent aspects of program planning and

development. Procedures will be to conduct core staffing orientation and primary data search; develop brochure onsite presentation; analyze community for potential trainee placement sites according to product or service; establish priority list of potential sites, expand data base on these selected organizations, and make initial contacts; schedule and complete onsite visits; work closely with employers to obtain commitment and tailor curriculum and training delivery; refine final package and incorporate into comprehensive AVTE report. (Sec. 132)

VTP-3350

Implementation of Systematic Planning in Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois

Principal Investigator: Slater, J. Marlowe

Recipient Institution: Illinois University, Urbana, Illinois 61801

Start—End Dates: Start Date 29 Mar 78; End Date 31 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-630

Summary of Project: Objectives of this project are to disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement and follow-through and help Illinois educational agencies operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning. Procedures will be to (1) reproduce a previously developed and tested planning model for comprehensive systems of career guidance; (2) disseminate the planning model to educational institutions and agencies for career guidance staff development activities; (3) train nineteen facilitators in the use of the planning model; (4) conduct staff development activities at each career guidance center and thirty-eight workshops in local school districts statewide to prepare 800-1200 educational and community personnel in the use of guidance and counseling planning tools; (5) profile, through a case-study approach, a career guidance planning model in order to demonstrate how planning models can be adapted to fit local school system needs in Illinois; and (6) evaluate the effectiveness of a planning model in a variety of school system settings and provide results through a document to be distributed statewide. This project will result in the reproduction of 500 PAGE II Kits which will be used as the basis of a series of workshops for Career Guidance Centers throughout the state. Any kits remaining after completion of the inservice activities will be placed in the Curriculum Publications Clearinghouse for sale on a cost recovery basis. (Sec. 131)

VTP-3351

Improvement of Industrial Education Programs in Illinois through Cooperative Activities by the Teacher Education Institutions.

Principal Investigator: Tomlinson, Robert M.

Recipient Institution: Illinois University, 345 Education Building, Urbana, Illinois 61801

Start—End Dates: Start Date 15 Apr 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-634

Summary of Project: This project is designed to serve as the facilitating mechanism for developmental activities on a cooperative basis by personnel from seven universities; capitalize on the joint resources and interests across the universities in carrying out two concurrent activities: development of a Curriculum and Program Guide for Industrial Education (K-Adult) in Illinois, and establishment of an ongoing information and exchange system for meeting the needs for instructional personnel in industrial oriented programs. Primary objectives of this developmental phase are to establish the preliminary "state of the scene" and resources in each of the two project areas as a basis for organizing and carrying out later phases in each area; and identify institutions, personnel, and working relationships for developing complete proposals for the continuing phases of the two priority needs areas. Procedures will include (1) development of two working teams, one for each priority area, each with representatives from each institution (a series of three joint working meetings and other intervening activities will be held); (2) collection of materials and identification of resources relevant to the purposes of the two areas; and (3) development of two comprehensive proposals for achieving the objectives for each of the two priority areas for submission. (Sec. 131)

VTP-3352

Methods and Materials for Entrepreneurship Education (Phase I).

Principal Investigator: Evans, Rupert N.

Recipient Institution: Board of Trustees of the Illinois University, 349 Administration Building, Urbana, Illinois 61801

Start—End Dates: Start Date 1 Mar 78; End Date 31 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-A8-627

Summary of Project: The overall objective of Phase I of this project is to provide a research base on which to develop curriculum materials for teaching entrepreneurship in order to help students utilize technical skills in their own businesses and in other entrepreneurial situations. Procedures of this project will be to (1) review literature on entrepreneurship; (2) analyze teaching techniques for entrepreneurship; (3) review current methods of entrepreneurship training that could be adapted to entrepreneurship education at the high school level; (4) select experts, advisory committee and university personnel to help and advise on sample selection, and on the collection, organization and analysis of data; (5) develop an interview procedure which will help to classify entrepreneurs into "craft" and "opportunistic" types; (6) select a sample of entrepreneurs for the purpose of gaining insights into entrepreneurial characteristics; (7) interview and administer selected instruments to sample of entrepreneurs for the purpose of analyzing entrepreneurial characteristics from the perspective of occupational choice; (8) collect, organize and analyze data to identify the personality patterns of entrepreneurs; and (9) identify topics to be included in curriculum materials for teaching entrepreneurship. (Sec. 131)

VTP-3353

Modular Curriculum Guides for Homemaking as a Career.

Principal Investigator: Oldham, Mary Jo

Recipient Institution: Southeastern Illinois College, R.R. 4 College Drive, Harrisburg, Illinois 62946

Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-611

Summary of Project: Objectives of this project are to develop modular curriculum guides suitable for teaching homemaking at the community college level; test selected modules in classes at Southeastern; prepare usable curriculum guides for dissemination; and prepare for full field testing. Procedures will be to select personnel to assist in project; review materials available and visit individualized programs in other instructional areas; select and order new materials suitable for individual student use; begin development of first units; submit materials to consultants for review; and have materials ready for field testing. (Sec. 133)

VTP-3354

The State of the Art of Small Business Management Programs in Community Colleges.

Principal Investigator: Fricano, Peter

Recipient Institution: Triton College, 2000 Fifth Avenue, River Grove, Illinois 60171

Start—End Dates: Start Date 1 May 78; End Date 30 Aug 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-638

Summary of Project: Objectives of this project are to (1) determine what educational offerings Illinois community colleges currently offer to meet the management needs of small business and to inform prospective small business owners of the entrepreneurial attitudes, skills and talents needed for success; (2) determine the range of programs and services community colleges could offer in small business management and entrepreneurial attitudes and skills; and (3) inform DAVTE and all Illinois community colleges of what resources and programs are currently available in the areas of small business management and entrepreneurial attitudes and skills. Procedures in determining the state of the art will be to (1) contact and set up a meeting with knowledgeable representatives from community colleges in Illinois that have developed extensive programs in the area of small business management; (2) develop and send out, prior to the meeting, a survey to the community college representatives on their small business management programs; (3) convene a one-day meeting of the representatives to discuss the survey information as well as other pertinent information on how best to address the needs of prospective and present small business owners; and (4) prepare a report summarizing survey results and meeting discussions for DAVTE. (Sec. 133)

VTP-3355

WECEP Guide: Revised, Updated and Expanded.

Principal Investigator: Blair, Diane

Recipient Institution: Eastern Illinois University, Buzzard Education Building, Charleston, Illinois 61920

Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-607

Summary of Project: Objectives of this project are to (1) determine (by soliciting input from experienced teachers and selected AVTE personnel) how various sections, parts and items of the WECEP Guide should be revised, updated and expanded; (2) develop a revised WECEP Guide based upon suggestions made by the Advisory Committee and selected AVTE personnel; (3) send to the Advisory Committee and selected AVTE personnel the revised guide and ask for final suggestions and approval; (4) present to selected AVTE personnel progress and problems concerning the project and seek their assistance and further direction; and (5) develop an evaluation instrument which might be distributed at the end of the 1978-79 school year and again at the end of five years to users of the guide to determine effectiveness of the revised WECEP Guide. Procedures will be to (1) solicit coordinating teachers to provide input as to: (a) sections requiring revisions, (b) parts and samples to be updated, (c) new materials which should be added; (2) determine changes to be made and make alterations; (3) meet at least once with Advisory Committee and at least three times with selected AVTE personnel; (4) distribute revised materials to Advisory Committee for additional recommendations and final approval; and (5) print and compile 500 copies of guide and 200-300 copies of final report and deliver them to the East Central Curriculum Management Center in Springfield. (Sec. 133)

VTP-3356

Analysis of Cognitive and Interest Factors in Vocational Success.

Principal Investigator: Garrison, Thomas

Recipient Institution: Metropolitan School District of Wayne Township, 1220 South High School Road, Indianapolis, Indiana 46241

Start—End Dates: Start Date 1 Nov 77; End Date 30 Oct 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to (1) determine measures of cognitive, interest, and past scholastic achievement which will aid counselors in determining appropriate training for vocational-bound students, especially for handicapped and disadvantaged students; (2) develop a comprehensive and reliable student performance scale for evaluating classroom success; and (3) prepare the results of data collection in such a manner as to provide counselors with a manual usable for guiding students and predicting their success. The objectives will be accomplished by administering to a state-wide sample of vocational students measures of cognitive status, interest and past academic achievement. Groups will be composed of (1) high- versus low-rated classroom performances; (2) high versus low past academic achievers; and (3) high versus low vocational interests. Statistical analyses will be performed on these group comparisons to test the significance of a pattern of test scores which is associated with each group.

VTP-3357

Assessment of Employment Needs Relating to Curriculum Development.

Principal Investigator: Hewlett, H. Stephen

Recipient Institution: Porter County Career Education Cooperative, 507 Campbell Street, Valparaiso, Indiana 46383

Start—End Dates: Start Date 15 Aug 77; End Date 30 Jun 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to (1) research current regional job market demands and trends to assess existing vocational programs and identify curriculum needs; (2) develop a three-year plan for curriculum modifications consistent with job market trends on a priority basis; and (3) assess the job market needs in relationship to non-traditional vocational education curriculum offerings relevant to this region. General methodology will be to identify data sources to collect current regional job market demands and trends with a comparative analysis to existing programs. The survey design will follow a student-oriented input and a comparative business-oriented input through an evaluation-priority distribution for decision making and curriculum impact.

VTP-3358

Business, Labor, Industry and Government Workshop for Counselors.

Principal Investigator: Morrison, Francis P.

Recipient Institution: Upper Wabash Vocational School, Box 606, Wabash, Indiana 46992

Start—End Dates: Start Date 15 Nov 77; End Date 15 Jul 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to increase communication between counselors, students and business, labor, industry, and government; increase counselors' awareness of opportunities for student training through vocational education and influence attitudes and understanding of school counselors toward vocational training. Procedures will be to bring high school counselors into contact with BLIG through a series of onsite meetings

with BLIG representatives to take students into a field for similar meetings. Assessments will be conducted following all meetings and, in the case of counselors, evaluation will be assisted by university personnel.

VTP-3359

Current Vocational Education Student Recruitment and Selection Practices in Indiana.

Principal Investigator: Pershing, James A.

Recipient Institution: Indiana University, Bryan Hall 210, Bloomington, Indiana 47401

Start—End Dates: Start Date 1 Nov 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to (1) review the professional literature in vocational education to ascertain the nature and scope of practices currently being utilized in Indiana and selected states to recruit and select students for vocational education programs; (2) design, administer, and analyze a mail survey instrument and use in-depth interviews to a selected sample of Indiana schools to ascertain the effectiveness of processes used in recruitment and selection of students for vocational education programs; and (3) design and disseminate a handbook with a model for recruitment of students for vocational and education programs. Procedures will be to (1) conduct professional literature review by using libraries, journals, mail-outs, and interviews; (2) design, administer and analyze a survey instrument to all public schools in Indiana which have vocational programs; (3) prepare a report that summarizes the nature and extent of vocational education recruitment and selected practices in Indiana; (4) design, develop, and disseminate a model system for recruitment and selection of students for vocational programs; and (5) prepare and disseminate a handbook with a model that outlines the components, practices, and processes that are applicable to implementing a system for recruiting and selecting students for vocational education programs.

VTP-3360

Develop Expanded Nursing Curriculum to Meet Employment Needs.

Principal Investigator: Bupp, Dorothy M.

Recipient Institution: Indiana Vocational Technical College, 1534 West Sample Street, South Bend, Indiana 46619

Start—End Dates: Start Date 15 Aug 77; End Date 15 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: The objectives of this project are to determine the extent of the expanded role of the licensed practical nurse in Indiana through utilization of information from SBVTE projects Nos. 49-74-D-5 and 51-75-D and/or validating national task studies for the state of Indiana, and develop terminal task objectives based upon tasks identified in the expanded role of the licensed practical nurse in Indiana. Procedures will include reviewing literature relative to nursing task analysis for all levels of nursing. Priorities in this literature review will be the Indiana ABVTE projects Nos. 47-74-D-5 and 51-75-D, the UCLA nursing task study, the Alabama nursing task study, and reviewing the Nurse Practice Acts of the states of Ohio and New York which have addressed the expanded role of the licensed practical nurse. The anticipated product will be the first practical nursing curriculum written in Indiana based upon a task list.

VTP-3361

Development and Field Review of Self-Evaluation and Vocational Counseling Procedures.

Principal Investigator: Sample, Glenn W.

Recipient Institution: Indiana Vocational Technical College, 1815 East Morgan Street, Kokomo, Indiana 46901

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: The objectives of this project are to (1) form a consortium arrangement linking basic industries and the labor force, including unions, with agencies providing vocational training including public high schools, an area vocational school, and the training facets of the participating industries in a coordinated effort to provide entry level and advancement vocational training; (2) establish a career opportunity center in a readily accessible site that provides a walk-in, self-service opportunity for community persons to test their employability attitudes, to match their "lifestyle" skills and preferences for employment with jobs in specific clusters, and assess their living skills; and (3) promulgate services to the training institutions in the consortium and to industry so the curricula and vocational training can be tailored to meet the needs of the crafts-bound employee. Consultant services will be used to design a test for administration to persons who use the self-evaluation and vocational counselling procedure and then seek admission to the employee pool. The instrument will be designed to test shop math, computa-

tional math, shop familiarity, tool identification and reading skills. Data will be collected and analyzed.

VTP-3362

Elkhart Vocational Guidance Institute.

Principal Investigator: Morrison, Richard P.

Recipient Institution: Elkhart Area Career Center, 2424 California Road, Elkhart, Indiana 45614

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to provide the opportunity for cooperating school counselors to accumulate resources and experiences that will enrich their vocational counseling service; assist counselors to know what preparation is necessary for a number of jobs; provide the opportunity for counselors to have direct contact with employers and agencies engaged in employment; and find ways of improving vocational guidance services for the students in all cooperating schools. Twenty participant counselors and school persons will select eight or nine visitation sites from thirty business, industry, and labor visitation possibilities. There will be a series of seminars involving the enrolled educators and business, labor, and industry personnel along with representative disadvantaged and handicapped high school students. The institute will be offered as a course credit option for participants.

VTP-3363

Improvement of CATV Technology by Implementation of Performance-Based Instruction.

Principal Investigator: Borden, Sam E.

Recipient Institution: Indiana Vocational Technical College Region VII, R.R. 22 Box 760, Terre Haute, Indiana 47802

Start—End Dates: Start Date 6 Sep 77; End Date 31 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: This project has three main objectives: (1) to identify the areas (courses) of the cable television curriculum which can offer to the student more than one delivery method; (2) to produce a more competent graduate by implementing performance-based instruction; and (3) to better serve the cable industry manpower needs by implementing performance-based instruction via multi-entry/exit curriculum. Procedures will include analysis and revision of current task list by job titles; developing job competencies by title, evaluating and revising performance objectives; arranging competencies into courses; implementing PBVE; and developing individualized, student centered approach.

VTP-3364

Improvement of Secretarial Technology by Implementation of Performance-Based Instruction.

Principal Investigator: Borden, Sam

Recipient Institution: Indiana Vocational Technical College, R. R. 22 Box 760, Terre Haute, Indiana 47802

Start—End Dates: Start Date 6 Sep 77; End Date 5 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to survey the current status of other training programs and offices; develop performance-based curricula, referenced to job titles and descriptions; and increase enrollment from fourteen to thirty-five or more in the next two years. Procedures will be to revise the current task analysis from information available from V-TECS and other occupational content; arrange revised task analysis by job titles and learning competencies are derived from that; and implement performance-based instruction.

VTP-3365

Local Assessment of Newly Developed Curricular Materials (Health and Business).

Principal Investigator: Hixson, James E.

Recipient Institution: Central Nine Vocational-Technical Schools, P.O. Box 402, Greenwood, Indiana 46142

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to (1) make an indepth assessment of V-TECS and HOPE materials developed for nurse assistant programs in health occupations; (2) make an indepth study of V-TECS materials developed for bank teller and secretary; (3) determine strategies for incorporation of these materials into the curriculum; and (4) test curricular modifications in the classroom. Procedures will be to (1) procure V-TECS

and HOPE materials, select specific materials to incorporate into current program; (2) develop plans for incorporation; (3) use modifications in classroom setting; and (4) evaluate effectiveness of plans, pretests, and posttests. Analysis will be done by the project director assisted by the principal investigator.

VTP-3366

Logansport Area Consortia to Develop a Local Plan for PBVE in Machine Trades.

Principal Investigator: Watts, Joan E.

Recipient Institution: El-Tip-Wa Area Vocational School, Logansport, Indiana

Recipient Institution: Indiana Vocational Technical College, Logansport, Indiana 46947

Start—End Dates: Start Date 15 Sep 77; End Date 15 Aug 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives in this project are to develop a competency-based, uni-occupational local model which will define the machine trades sub-cluster within the major cluster of manufacturing for the purpose of curriculum development and program implementation, and local catalog of performance objectives and criterion-referenced measures associated with current occupational information relating to the job content of machinists. Procedures will be to (1) conduct an occupational needs assessment; (2) identify a priority area; (3) conduct a pre-program analysis and review team findings; (4) train project director and retired machinist; (5) develop domain matrix; (6) research and assign job titles; (7) locate or generate task inventories; (8) conduct task difficulty survey; (9) develop field review catalog instrument; and (10) field test modules.

VTP-3367

Peer Counselor Training in a Vocational-Technical Center.

Principal Investigator: Copes, Marvin L.

Recipient Institution: Blue River Vocational Technical Center, 789 St. Joseph Street, Shelbyville, Indiana 46176

Start—End Dates: Start Date 1 Nov 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of the project will be to (1) train eight peer counselors in communication skills, decision-making/values clarification, vocational counseling with regard to job seeking skills, leadership skills, and problem solving; (2) provide work experience for peer counselors during summer months in BLIG; and (3) provide visitation to area BLIG setting for students. The project is intended to establish a peer counseling system in a vocational-technical training center, and to provide an innovative approach to meet the counseling and guidance needs of students enrolled in such training centers. Such a program may serve as a model for other vocational-technical centers.

VTP-3368

Performance Based Instructional Materials for Data Processing Occupations.

Principal Investigator: Stumpf, Arthur D.

Recipient Institution: Indiana University, Bryan Hall 207, Bloomington, Indiana 47401

Start—End Dates: Start Date 1 Sep 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Two types of individualized, self-study instructional modules will be developed in this project. One type will employ the advance organizer and adjunct autoinstruction techniques; the other type will employ computer-assisted instruction. Both types will cover the job titles and data entry control clerk, junior programmer, and programmer analyst. Effectiveness of the two types of modules on the immediate learning and learning retention of students who vary in ability levels will be ascertained. Modules and reports of their effectiveness will be distributed throughout Indiana and to interested participants of V-TECS. Forty-eight individualized instructional modules will be developed for 140 performance-based, behavioral objectives. The modules will be developed, field tested, revised, and made available to educational institutions wishing to use the modules with or without computer-assisted instruction.

VTP-3369

Program Evaluation Utilizing Needs Assessment.

Principal Investigator: Jessup, Roger

Recipient Institution: Mississinewa Community Schools, 424 West Main Street, Gas City, Indiana 46933

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of the project are to (1) develop comprehensive instructional materials for distribution to all eligible recipients which would be used to conduct a needs assessment prior to the initiation of local planning; (2) provide consultative services and technical assistance to eligible recipients for compiling and analyzing collected data; and (3) revise needs assessment procedures as state goals are changed for quality vocational education and accountability.

VTP-3370

Special Services Coordination for Area School. Phase II.

Principal Investigator: Andress, Guy, Jr.

Recipient Institution: Evansville-Vanderburgh School Corporation, 1 South East Ninth Street, Evansville, Indiana 47708

Start—End Dates: Start Date 1 Oct 77; End Date 1 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to (1) implement the model services block for the area vocational school that was developed in Phase I; (2) develop and implement a local operational plan for performance-based vocational education; (3) develop and implement a program evaluation system that assesses program impact within five years; (4) develop and implement a plan for identifying teacher inservice education needs for the area vocational school; (5) implement experience-based career education curriculum into local plan; (6) implement a survey to assess employment needs in the local area; (7) implement a student interest survey; (8) evaluate the local plan for student job placement and follow-up; and (9) evaluate the vocational counseling plan for the local area vocational school. Procedures will be to (1) outline the special services system with analog; (2) prepare a data summarization report; (3) conduct student, business, and teacher surveys; (4) provide comprehensive program of inservice, materials development and implementation, and evaluation in area school; and (5) present programs, collect data, provide communications, and initiate joint research and development through cooperative ventures with other agencies involved or interested in vocational education.

VTP-3371

Study of Job Placement—Postsecondary Agribusiness Graduates.

Principal Investigator: Goecker, Allan D.

Recipient Institution: Purdue University, Room 127 Agricultural Administration Building, West Lafayette, Indiana 47907

Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to (1) enumerate and summarize the kinds of entry level jobs assumed and the beginning salaries received by the 1977 postsecondary agriculture/agribusiness graduates of Purdue University, Vincennes University, and the Indiana Vocational and Technical College and (2) enumerate and summarize the kinds of jobs being performed and salaries received by 1972 postsecondary agriculture/agribusiness graduates of these schools. The investigators will initially prepare a complete roster of postsecondary certificate, associate degree and baccalaureate degree recipients in agriculture/agribusiness from the three schools for the years of 1972 and 1977. A standard questionnaire requesting information regarding the kind of initial job assumed or presently occupied, employer characteristics and level of employee earnings will be developed, evaluated and distributed to the population being studied. Responses not obtained by return mail will be solicited by follow-up mailings, by telephone, or by direct contact of the researchers. Standard statistical summarization techniques will be applied to the data to determine significant differences among subpopulations of the universal group being studied.

VTP-3372

A System for Placement and Follow-up in a Small Community.

Principal Investigator: Wysong, Richard

Recipient Institution: Lakeland Community Schools Corporation and Wawasee Area Vocational Cooperative, Box 276, Syracuse, Indiana 46567

Start—End Dates: Start Date 1 Oct 77; End Date 1 Oct 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: This project aims to develop a comprehensive placement and follow-up program for small communities in order to bring together business, industry, and the school community in providing vocational opportunities for high school students and to insure a higher percentage of placement and retention on the job. The project will start out with the selection of an interested and active advisory committee. The project coordinator will arrange for personnel contact in each business and industry to make an indepth study of each, and will meet periodically with the counselors and co-op coordinators for the purpose of reviewing the information gathered and making it available to each high school counselor for student counseling purposes.

VTP-3373

Technical Reading Comprehension Program to Aid Disadvantaged Vocational Students.

Principal Investigator: Hatchett, John T.

Recipient Institution: Indiana Vocational Technical College, 1315 East Washington Street, Indianapolis, Indiana 46202

Start—End Dates: Start Date 6 Sep 77; End Date 30 Nov 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, Room 401 Illinois Building, 17 West Market Street, Indianapolis, Indiana 46204

Summary of Project: Objectives of this project are to improve performance of students in the business division who have learning difficulties attributable to reading deficiencies and improve the reading comprehension skills of students, especially those skills most closely related to study of technical reading material. Procedures will be to design a peer-tutoring program which will combine study materials directly relevant to the work of business division students with procedures designed to teach reading comprehension skills. This procedure will utilize the systems approach and the program developed will be in the form of programmed texts. Indiana University staff will be contracted with for some of the development work. The product of this project will be a set of teaching materials in the area of business supplemented by a description of procedures for the use of these materials in a peer-tutoring program.

VTP-3374

Leadership Development Workshop for Vocational Education Personnel.

Principal Investigator: Conroy, Beverly; Bittinger, Deborah

Recipient Institution: PPYAD Center, 1815 Woodside Avenue, Baltimore, Maryland 21227

Start—End Dates: Start Date 1 Jun 78; End Date 30 Sep 78

Supporting Agency: Maryland State Department of Education, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Summary of Project: The objective of this project is to increase the abilities of vocational education personnel to design activities for integrating vocational student organizations into the total curriculum. A workshop will be conducted to synthesize and share existing exemplary models used to integrate student organization activities into the classroom. Workshop participants will attempt to implement these models in the field during the school year of FY 79. Another workshop will be conducted to further synthesize exemplary practices and to refine the existing models. The same workshop participants will implement the refined models during the school year in FY 80. (Sec. 132)

VTP-3375

Competency Based Education Articulation Project.

Principal Investigator: Weisgerber, William

Recipient Institution: Delta Community College, University Center, Michigan

Recipient Institution: Wayne County Community College, Detroit, Michigan

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Michigan State Department of Education, Lansing, Michigan 48909

Contract and/or Control No.: 7194

Summary of Project: Objectives of this project are to establish formal articulation agreements between various educational agencies, and develop competency-based articulation models which will successfully demonstrate student progress toward occupational goals with all the advantages afforded by articulated programs. Each recipient of a competency-based education articulation project grant will produce an articulation agreement between the local school districts and public postsecondary institutions offering approved vocational-technical education programs. Products to be delivered will be (1) formal articulation agreements; (2) one set of tasks common to all constituent agencies; (3) a set of objective-referenced tests; (4) monthly progress reports; and (5) a common student achievement recording process. (Sec. 133)

VTP-3376

Competency Based Education Curriculum Development Project (VTECS).

Principal Investigator: Cook, Fred

Recipient Institution: Wayne State University, Detroit, Michigan

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Michigan State Department of Education, Lansing, Michigan 48909

Contract and/or Control No.: 9028A

Summary of Project: Objectives of this project are to (1) develop catalogs of vocational-technical education performance objectives, criterion referenced test, and instructional performance guides; (2) join the Vocational-Technical Education Consortium of States; and (3) provide for technical coordination and quality control of all projects and activities dealing with V-TECS catalogs and their utilization. Each member of the Consortium of the States (i.e., Alabama, Delaware, Florida, Georgia, Indiana, Kentucky, Maryland, Michigan, Mississippi, Louisiana, South Carolina, Tennessee, Virginia, and Wisconsin) will develop two V-TECS domain catalogs during the initial phase of this effort. Each member state then will receive the catalogs of every other state. Twenty-eight catalogs will be available at the end of the funding period. (Sec. 133)

VTP-3377

Competency Based Education Personnel Development.

Recipient Institution: Saint Clair County Community College, Fort Huron, Michigan

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Michigan State Department of Education, Lansing, Michigan 48909

Contract and/or Control No.: 7443-1

Summary of Project: Objectives of this project are to (1) expand the delivery system of a self-instruction for full- and part-time instructors to accommodate the product of the project; (2) expand the system of administering evaluation of instructor learning of CBE model content; (3) assist community colleges in a locally-applied management plan for delivering, implementing, and administering the inservice program; and (4) identifying the potential impact and effectiveness of the inservice program by using appropriate measures. Procedures will be to (1) conduct an awareness session for reimbursed community college occupational administrators on the concepts and program standards of quality for competency-based education; (2) train new program faculty in concepts and procedures for competency-based education; (3) train one person per community college to act as a resource person to the college to establish and conduct a program in professional development for all community college occupational faculty; and (4) provide for model resource material dissemination to community colleges. (Sec. 133)

VTP-3378

Continuous Occupational Education Program Planning Between Two- and Four-Year Colleges and Universities.

Principal Investigator: Holmes, Richard G.

Recipient Institution: Michigan State Department of Education, Lansing, Michigan 48909

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Michigan State Department of Education, Lansing, Michigan 48909

Contract and/or Control No.: 7442

Summary of Project: This project will enable individual grantees to continue to develop occupational education articulation agreements between community college and four-year institutions. The agreement will be formal written statements between two or more institutions. Further, the agreement should be subject to review and/or revision on a regular basis as needed modifications in the delivery system become apparent, or as occupational needs change. Procedures will be to (1) obtain signed memorandum of understanding by participating community college occupational education deans; (2) survey and compare inter-agency capabilities; (3) determine inter-agency institutional role statements; (4) determine program and course expansion; (5) establish inter-agency faculty curriculum committee by occupational programs; (6) develop a record-keeping system which will (a) formalize the process for documenting the student's prior education and/or experience; (b) provide a means for evaluating or accepting a wide variety of a student's formal and informal learning; (c) provide a means for the student to test out a given course, and (d) maximize the ease with which a student is placed in a learning sequence. (Sec. 133)

VTP-3379

Secondary Graduate Follow-Up Survey.

Principal Investigator: Roberts, Charlie D.

Recipient Institution: Michigan State Department of Education, Lansing, Michigan 48909

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Michigan State Department of Education, Lansing, Michigan 48909

Contract and/or Control No.: 31D8-2122C

Summary of Project: The objectives of this project are to (1) use graduate responses to the survey as an evaluation tool; (2) determine what factors influence graduate employability and adjustment to the world of work; (3) assess the extent to which in school job placement activities are utilized; and (4) determine trends in employment and education. The Michigan Department of Education, in cooperation with local school districts, will make certain that each vocational education graduate will receive a survey instrument. The instrument will ask a variety of questions regarding education and employment. Data will be processed and returned to educators in the field for decision making. (Sec. 131)

VTP-3380

Project Predict.

Principal Investigator: Fruehling, Rosemary T.

Recipient Institution: 75 East River Road, N-218 Elliot Hall, Minneapolis, Minnesota 55455

Start—End Dates: Start Date 1 Jul 78; End Date 15 Aug 78

Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, Saint Paul, Minnesota 55101

Contract and/or Control No.: 2-PF-79

Summary of Project: The purpose of this project is to develop a research design to determine (1) if there is a systematic relation between personal history data and vocational needs and values and (2) if there are similar patterns of life history data (vocational needs and values so as to suggest a life history inventory) in order to help individuals assess their own vocational needs and values so that they might make more realistic job and career choices. The design of this study calls for a multivariate prediction analysis in which the dependent variables are the differentially weighted life-history items of the revised Project TALENT Student Information Blank responses; the dependent variables are twenty vocational needs (as measured by the Minnesota Importance Questionnaire). Data will be collected for this study from a sample of almost 3,000 students enrolled in grades eight to eleven in schools nationwide, and the sample will represent a portion of the large pool of Project TALENT subjects. (Project TALENT is a longitudinal study which began in 1960 and includes a sample of 450,000 students.) Products to be delivered will include a possible inventory of life-history items that would suggest vocational needs and values. (Sec. 134)

VTP-3381

Demonstration of a System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs.

Principal Investigator: Mathews, Walter

Recipient Institution: Center for the Study of Contemporary Rural Women, Inc., P.O. Box 3645, University, Mississippi 39677

Start—End Dates: Start Date 15 Apr 78; End Date 30 Sep 78

Supporting Agency: Mississippi State Department of Education, P.O. Box 771, Jackson, Mississippi 39205

Summary of Project: Objectives of this project are to (1) select appropriate methodologies and materials from among currently available materials; (2) modify such materials and methodologies to focus on the concerns of vocational-technical education; and (3) use consultants to develop and integrate the media, materials and methodologies into products, including a user's manual, film strips or slide/tape presentations, audio materials, and attitude assessment instruments. Input from school personnel and community and industrial leaders will be solicited in developing and/or modifying materials and methodologies. Vocational-technical teachers will be prepared in the use of the final package and a two-session demonstration for students will be conducted in a vocational-technical center. Camera-ready copies of all printed product materials will be available upon project completion. Guidance counselors will have a major involvement in the implementation of this program. Pretesting and post-testing of students will be administered, as will knowledge and attitude instruments. A time-series evaluation plan measuring student attitude and behavior will be available. (Sec. 132)

VTP-3382

The Development of a Placement and Follow-up System for Vocational Education within a Junior College District.

Principal Investigator: Hood, William H.

Recipient Institution: Golden Triangle Vocational-Technical Center, P.O. Box 789, Columbus, Mississippi

Start—End Dates: Start Date 1 May 78; End Date 30 Sep 78

Supporting Agency: Mississippi State Department of Education, P.O. Box 771, Jackson, Mississippi 39205

Summary of Project: Objectives of this project are to (1) adapt/adopt, and demonstrate an ongoing junior college placement and follow-up system; (2) establish a comprehensive employability skills training package; (3) gain articulation between business, industry, secondary vocational centers, and

the placement service and establish coordination of employers' needs and student availability for employment; (4) establish a viable method of follow-up procedures for evaluating on-the-job performance and employer satisfaction with previous training; (5) establish an evaluation program that will assess the results of the placement and follow-up system; (6) establish an orientation system for secondary vocational guidance counselors and directors in the east Mississippi State Junior College District; and (7) provide a demonstration program for all junior college vocational counselors in the state. A league of employers will be established to provide supply-and-demand data from area schools and job opportunities in business and industry; and orientation of district counselors and directors to proposed operation will be held. Career counseling will be conducted for program graduates who are unemployed or employed in a field not related to their training. An employer-employee evaluation instrument will be developed and an evaluation of successful and unsuccessful students will be conducted. The instrument will be used by previous students currently employed. An inservice training program for all junior college vocational guidance counselors in the state will be conducted. (Sec. 132)

VTP-3383

Exemplary Program for Individualized Instruction in Distributive Education in Mississippi.

Principal Investigator: Patton, James E.

Recipient Institution: Mississippi State University, Drawer DX, Mississippi State, Mississippi 39762

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Mississippi State Department of Education, P.O. Box 771, Jackson, Mississippi 39205

Summary of Project: The purpose of this project is to provide competency-based, self-paced individualized instruction for DE students by joining IDECC and purchasing the IDECC LAP's. This is to be accomplished by (1) making IDECC LAP's available to approximately twenty-five DE teachers; (2) providing inservice training on how to effectively utilize the IDECC materials; (3) providing participants with instructions on using criterion-referenced materials and on the development of IDECC LAP system and related instructional components; (4) providing participants with instruction on the selection and use of IDECC LAP's in DE classrooms; (5) providing follow-up and inservice instruction to participating teachers; and (6) evaluating the effectiveness of the program. The initial step in this project was for the state of Mississippi to join IDECC and thereby become eligible to receive the IDECC LAP's and related components at a forty percent discount. After this was accomplished, twenty-five exemplary sites were chosen by the state supervisor of distributive education. Sites were chosen based on type of instructional programs, geographical location and other demographic variables, and teachers' qualifications. A three-day workshop was conducted to accomplish objectives two, three, and four listed above. Each participant was provided with a complete set of IDECC LAP's, a set of LAP labels, a set of labels by competency number, a set of curriculum organizers, and 1000 file folders. The implementation phase of the program will consist of integrating the materials into the instructional program of the selected schools. During this phase, teachers will be closely supervised by State Department of Education personnel. (Sec. 132)

VTP-3384

Identification of Competencies Performed by Local Vocational Administrators in Mississippi.

Principal Investigator: Simmons, Kenneth L.

Recipient Institution: Alcorn State University, Lorman, Mississippi 39096

Start—End Dates: Start Date 15 Jun 78; End Date 30 Sep 78

Supporting Agency: Mississippi State Department of Education, P.O. Box 771, Jackson, Mississippi 39205

Summary of Project: The major focus of this study is to identify and analyze competencies needed by local vocational administrators, and to develop an administrative model for training local vocational administrators in Mississippi. Enabling objectives will be to (1) identify competencies needed by local vocational administrators nationally; (2) validate competencies needed by local vocational administrators; (3) survey selected characteristics of local vocational administrators; (4) organize competencies needed in terms of relative amount of time spent performing each competency and the appropriate sequence; and (5) ascertain the most frequently requested innovative strategy for training administrators as recommended by local vocational administrators. An inventory of competencies needed by local vocational administrators will be developed through an extensive review of related literature which will be reviewed by a panel of selected consultants in a workshop. A questionnaire will be developed, mailed to local vocational administrators, and returns will be analyzed. Results will be critiqued by another panel of consultants in a workshop where competency lists will be compared with those developed in other states and will be organized into a teaching sequence. Products will include self-paced training in module form, designed primarily for vocational administrators in Mississippi, but applicable to vocational administrators in general. (Sec. 131)

VTP-3385**Manpower Improvement Project.****Principal Investigator:** Lewis, J. W.**Recipient Institution:** Mississippi State Department of Education, Division of Vocational and Technical Education, P.O. Box 771, Jackson, Mississippi 39205**Start—End Dates:** Start Date 19 Jul 77; End Date 30 Jun 78**Supporting Agency:** Mississippi State Department of Education, P.O. Box 771, Jackson, Mississippi 39205

Summary of Project: Objectives of this project are to (1) develop a regional system for identifying and using data related to change and growth in the Southeastern United States which the states can use in planning relevant programs of vocational education to support full employment and economic development; and (2) conduct a regional program of inservice training for state directors and staffs of vocational education about the use and location of information related to economic change, population growth, manpower production and the assessment of employment needs. The project will be conducted through an agreement between the Southern Association of Colleges and Schools and eight states comprising Region IV of USOE. Baseline data and factual information will be gathered, and a handbook of regional and state-by-state data; information will be assembled concerning current and projected economic demographic, growth, finance, business and industrial development and productivity, energy, transportation and resource trends in the Southern United States. These data and information items will be selected and analyzed in terms of their relevancy to the planning of vocational education in the South in general and specifically in terms of the states comprising Region IV, USOE. (Sec. 131)

VTP-3386**Articulation of Introductory Business Competencies.****Principal Investigator:** Millard, Tom**Recipient Institution:** Waukesha County Technical Institute, Pewaukee, Wisconsin**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 08-037-150-318

Summary of Project: Project objectives are to update introductory business education curriculum in high schools and WCTI; improve cooperative relationships between WCTI and high schools; and increase understanding of competency-based instruction in business education. Joint secondary-post-secondary staff workshops will be conducted to review competency lists and discuss offerings at various high schools. (Sec. 133)

VTP-3387**Competency-Based Multi Curriculum Development.****Principal Investigator:** Paulsen, Russell**Recipient Institution:** North Central Technical Institute, Wausau, Wisconsin**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 15-302-150-318

Summary of Project: Project objectives are to (1) update the present electronics curriculum by incorporating a competency-based delivery system; (2) modify present automotive technology program to a two-year diploma program incorporating a competency-based delivery system; and (3) update present printing curriculum incorporating a competency-based delivery system. Objectives will be accomplished through use of ad hoc task forces in each program area working with the supervisors and instructors in each department. (Sec. 133)

VTP-3388**Curriculum Weights and Measures.****Principal Investigator:** Zenor, Clifford**Recipient Institution:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin 53702**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 19-022-150-318

Summary of Project: A taxonomy of instructional disciplines, categories and sub-categories in vocational education will be developed in this project. The procedures will be to involve a representative task force of state and local vocational educators and management information representatives in the development of definitions and elements relevant to the taxonomy. (Sec. 133)

VTP-3389**Development and Implementation of Competency-Based Education.****Principal Investigator:** Birchler, Mary Jo**Recipient Institution:** Gateway Technical Institute, Kenosha, Wisconsin**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 06-638-150-318

Summary of Project: Project objectives are to develop (1) lists of broad competencies in selected occupational programs and general education subject areas and (2) lists of specific competencies in selected occupational programs and general education subject areas. Given the Gateway Technical Institute CBE implementation manual and through a series of competency-based workshops for CBE curriculum advisors by the steering committee, faculty will develop lists of broad and specific competencies in their respective subject areas. Instructional modules will be developed in selected programs. (Sec. 133)

VTP-3390**Educational Television Programming.****Principal Investigator:** Zenor, Clifford**Recipient Institution:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin 53702**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 19-023-150-318

Summary of Project: The objective of this project is to provide vocational-technical educational television programming as an alternative method of teaching vocational subjects in outreach areas. One program for first semester and two programs for second semester will be rented for viewing by way of the educational television networks in sixteen VTAE districts. (Sec. 133)

VTP-3391**Electro-Mechanical Technology.****Principal Investigator:** Gibbons, Roger**Recipient Institution:** Moraine Park Technical Institute, Fond du Lac, Wisconsin**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 10-018-150-318

Summary of Project: Project objectives are to (1) determine electro-mechanical program goals through an analysis of area occupational needs; (2) develop a task analysis of the electro-mechanical technology as it relates to program goals; (3) outline the electro-mechanical curriculum in terms of courses, credits and hours; (4) develop task analysis, flow-chart and detailed course outlines for competency-based instruction; and (5) determine equipment, facilities, and software needs for instruction in the program. Procedures will be to (1) establish an ad hoc advisory committee to help identify employment opportunities and establish long-range goals; (2) develop and send task analysis to gather data for program development; (3) use data from task analysis to establish course content, credit and hours of instruction; and (4) develop all courses for the program, along with five-year equipment purchase and replacement plan. Course outlines with content, suggested instructional methods, and evaluation procedures for a two-year associate degree program in electro-mechanical technology will be the end products of the project. (Sec. 133)

VTP-3392**Fire Service Standard Operating Procedure Model Project.****Principal Investigator:** Hertzler, Simon**Recipient Institution:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison Wisconsin 53702**Start—End Dates:** Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education 4802 Sheboygan Avenue, Madison, Wisconsin 53702**Contract and/or Control No.:** 19-065-150-318

Summary of Project: Project objectives are to upgrade firefighter capabilities in responding to emergency situations; develop an instructional package; and increase fire fighters' capabilities to meet certification tests. A review will be made of existing standard operating manuals in fire departments. Components relevant to emergency situations will be incorporated into a Wisconsin fire service standard operating procedure manual, which will be disseminated to all fire departments. (Sec. 133)

VTP-3393**High School Articulation.****Principal Investigator:** Paulsen, Russell**Recipient Institution:** North Central Technical Institute, Wausau, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 15-307-150-318**Summary of Project:** Project objectives are to develop a competency-based, articulated curriculum in the areas of electricity, electronics, graphics arts and drafting and career information materials. A survey will be conducted to ascertain competencies taught at the various high schools. This data will be discussed at joint secondary-postsecondary staff workshops. Advanced standing procedures in each of the above curriculum areas will be refined. Products to be delivered will include career information sheets. (Sec. 133)**VTP-3394****Histology Curriculum Development Project.****Principal Investigator:** Bayer, Annabel**Recipient Institution:** District One Technical Institute, Eau Claire, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 01-020-150-318**Summary of Project:** Project objectives are to develop (1) a histotechnology curriculum for a two-year associate degree program which will meet guidelines of NAACIS; (2) diagnostic tests for each course of the curriculum; and (3) a histology curriculum for people working in the field. A histotechnologist will develop different approaches and individualized instructional packages under the supervision and guidance of the chairperson of the medical laboratory technician program and the medical histology advisory committee. (Sec. 133)**VTP-3395****Laser Technology Curriculum Development.****Principal Investigator:** Paulsen, Russell**Recipient Institution:** North Central Technical Institute, Wausau, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 15-299-150-318**Summary of Project:** Curriculum, instructional modules, and unit tests for use in a new associate degree laser technology program at the postsecondary level will be developed in this project. Working under the supervision of the technical department chairman and the curriculum specialist of NCTI, a faculty member will develop the course outline and supporting competency-based materials. Job competencies will be identified. (Sec. 133)**VTP-3396****Lifelong Learning Program Model.****Principal Investigator:** Babula, Walter**Recipient Institution:** Blackhawk Technical Institute, Janesville, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 05-619-150-318**Summary of Project:** Objectives of the project are to (1) develop a lifelong learning model with flexibility to meet needs of people in accordance with BTI mission; (2) restructure existing educational procedures to use nontraditional delivery systems; and (3) develop an inservice program for BTI staff on the lifelong learning concept. Through use of consultants, visitation to other institutions, inservice, and workshops, a model and necessary competency-based instructional materials will be developed. (Sec. 131)**VTP-3397****Model Project for Articulating Basic Communications from Secondary to Postsecondary.****Principal Investigator:** Stacy, Michael**Recipient Institution:** District One Technical Institute, Eau Claire, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 01-033-150-318**Summary of Project:** Objectives of this project are to develop a districtwide understanding of competencies needed in basic communications for job entry and slide/tape presentation. Working under guidance of a joint committee, the staff from the communications department will develop a slide/tape series of thirty minutes in length. (Sec. 133)**VTP-3398****North Central Technical Institute Energy Institute/Center.****Principal Investigator:** Paulsen, Russell**Recipient Institution:** North Central Technical Institute, Wausau, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 15-295-150-318**Summary of Project:** Objectives of this project are to identify energy conservation needs within the VTAE district; develop energy conservation curriculum materials; develop an energy conservation resource center; and promote the energy conservation concept. A task force will be established to give guidance to staff who will review and develop necessary curriculum and instructional materials. An inservice of staff will be conducted to assist them in integrating energy conservation concepts into fulltime vocational programs. Services and workshops will be conducted. (Sec. 133)**VTP-3399****Opportunities Through Education—1978 Edition.****Principal Investigator:** Celley, Lorrain**Recipient Institution:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 19-025-150-318**Summary of Project:** Project objectives are to tabulate vocational education programs by VTAE district and increase awareness of postsecondary vocational programs to secondary students. A booklet entitled "Opportunities Through Education—1978" will be developed and disseminated to local education agencies, counselors, etc. (Sec. 132)**VTP-3400****Professional Development Through Articulated Quantity Foods.****Principal Investigator:** Johnson, Robert**Recipient Institution:** District One Technical Institute, Eau Claire, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 01-044-150-318**Summary of Project:** Objectives of this project are to assess (1) competencies and behavioral objectives identified as being required for job entry and job growth; (2) the 1977 project's accuracy in delineating secondary and postsecondary competencies for food service jobs; (3) validity and reliability of pre-, and post- and proficiency exams developed in 1977; (4) the project's effectiveness through evaluation of comparative student learning experiences; and (5) improvement of students' articulation experiences from secondary to District One (resulting from 1977 project). Objectives will be accomplished in a workshop for persons involved in the 1977 summer session. Workshop activities will include measuring the application and effectiveness of the 1977 materials and procedures. Recommendations on improvement will be made. An articulated food services curriculum will be a final end product. (Sec. 133)**VTP-3401****Secondary-Postsecondary Curriculum Development in Auto Mechanics.****Principal Investigator:** Birchler, Robert**Recipient Institution:** District One Technical Institute, Eau Claire, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 01-012-150-318**Summary of Project:** The objective of this project is to develop a competency-based curriculum and instructional packages in the automatic mechanics areas which could be used to articulate secondary and postsecondary offerings. The materials developed by Vocational-Technical Education Consortium of States will be used as a resource at several joint secondary and postsecondary staff workshops to develop articulated curriculums. (Sec. 133)**VTP-3402****V-TECS Articulation/Competency Based Curriculum Development/V-TECS Catalog Development.****Principal Investigator:** Beyl, Doyle**Recipient Institution:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, Wisconsin
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78**Supporting Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702

Contract and/or Control No.: 19-053-150-318

Summary of Project: Objectives of this project are to (1) ascertain tasks performed by incumbent workers in the two occupational areas of farm management and maintenance mechanic; (2) disseminate V-TECS catalogs of performance objectives in over fifty occupational areas; and (3) use competency lists in V-TECS to facilitate articulation. Surveys will be made of selected samples of incumbent workers and dissemination workshops will be conducted throughout the state for secondary and postsecondary staff. Articulation projects will be forwarded. Two V-TECS catalogs will be produced during FY 1979 and selected districts will develop instructional modules. (Sec. 133)

VTP-3403

Wisconsin Vocational Education Magazine.

Principal Investigator: Strong, Merle

Recipient Institution: Wisconsin State University, Center for Studies in Vocational and Technical Education, Madison, Wisconsin

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Wisconsin State Department of Education, Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702

Contract and/or Control No.: 20-007-150-318

Summary of Project: Project objectives are to identify appropriate research projects and/or reports for inclusion in the magazine, and disseminate findings of research through publication of a magazine. Through use of an editorial board, the Wisconsin Vocational Educator Magazine will be compiled, edited, and disseminated. (Sec. 131)

3049 2MT MEF TOM 00

Project Title List (by state)

Alabama	Supporting Vocational Education by Improving Vocational Guidance and Counseling Programs and Activities.	VTP-3304
Arizona	Arizona Skills Curriculum Project.	VTP-3305
	Curriculum Proposal for Health Occupations Education.	VTP-3306
	DE Curriculum Project – Phase II.	VTP-3307
	Demonstration Model for the Students, Teachers, and Parents in the World of Careers.	VTP-3308
	Education-Community Center for Students Leading to Educational or Vocational Placement (Jobology Center).	VTP-3309
	Faculty Developed Competency Based Instruction.	VTP-3310
	Indepth Study to Investigate Vocational Needs.	VTP-3311
	Intensified Office Laboratory – Curriculum Workshop.	VTP-3312
	Perceptions of Business Education Programs in Selected Tucson Area High Schools.	VTP-3313
	Postsecondary Office Mid-Management Curriculum.	VTP-3314
	Power and Automotive Articulation.	VTP-3315
	Self-Management for the Transitional Student.	VTP-3316
	Special Research Project in Agricultural Education Post Secondary Manpower Needs.	VTP-3317
	S.T.E.R.E.O. (Strategies, Techniques, and Effective Resources for Equalizing Opportunities.)	VTP-3318
	Yavapai County Plan for Vocational Education.	VTP-3319
Florida	Assessing Basic Learning Competence in the Postsecondary Vocational-Technical Schools of Florida.	VTP-3320
	Assessing the Impact of an Open Entry/Open Exit System and Individualized Competency Based Vocational Instruction on Duties and Responsibilities of Administrators, Counselors, and Teachers within Selected Florida School Districts.	VTP-3321
	Career Guidance Counselor Education Training.	VTP-3322
	Career Information Model for Parents.	VTP-3323
	Catalog of Innovations Development.	VTP-3324
	Continuation of a Pilot Project Designed to Demonstrate a Model to be Used in the Evaluation of a Research Coordinating Unit.	VTP-3325
	Continuation of Development and Validation of a Competency-Based, Preservice/ Inservice Learning System for Vocational Teachers.	VTP-3326
	Continuation of Vocational-Technical Education Consortium of States (V-TECS).	VTP-3327
	Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups.	VTP-3328
	Dissemination of Employability Skills Series to Middle School Guidance Departments.	VTP-3329
	Employability Skills Curriculum for Disadvantaged Adults and Older Adolescents.	VTP-3330
	Extending GRAD II (A Computer Matching of Students/Employers) to the University of North Florida.	VTP-3331
	Human Relations Skill Training for Occupational Specialists.	VTP-3332
	Impact Study for GRAD II.	VTP-3333
	Individualized Instruction in Communication Skills for Career Success.	VTP-3334

	Planning for Counselor Educator Renewal.	VTP-3335
	Post-Secondary Occupational Centered Handbook.	VTP-3336
	Production of V-TECS Catalogs.	VTP-3337
	Program for Delivering Career Guidance to Potential, Current and Former Students of the State University System.	VTP-3338
	Refinement and Update of Courses in Career Development for Counselor Education Students: Implementation and Evaluation Counseling.	VTP-3339
	School Psychologist Training in Student Vocational Needs Assessment.	VTP-3340
	Validation and Revision of Curriculum Materials at the Sarasota County Student Center.	VTP-3341
	Vocational Placement Skills for the VT/SSW.	VTP-3342
Illinois	Assessment of the Impact of Vocational Education Programs on Individuals in Illinois.	VTP-3343
	AVTE Communication Audit for a Public Relations/Information Program.	VTP-3344
	C.E.T.A. — How to Get Involved.	VTP-3345
	Design and Reproduction of Program Materials for Adult, Vocational/Technical Education.	VTP-3346
	Development and Pilot Testing of an EBCE Instructional Kit.	VTP-3347
	Development of Illinois Model Career Clusters and Audio Visual Materials Concerning Each Cluster.	VTP-3348
	Identification of Innovative Approaches to Vocational Education in Urban Centers.	VTP-3349
	Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois.	VTP-3350
	Improvement of Industrial Education Programs in Illinois through Cooperative Activities by the Teacher Education Institutions.	VTP-3351
	Methods and Materials for Entrepreneurship Education (Phase I).	VTP-3352
	Modular Curriculum Guides for Homemaking as a Career.	VTP-3353
	State of the Art of Small Business Management Programs in Community Colleges.	VTP-3354
	WECEP Guide: Revised, Updated and Expanded.	VTP-3355
Indiana	Analysis of Cognitive and Interest Factors in Vocational Success.	VTP-3356
	Assessment of Employment Needs Relating to Curriculum Development.	VTP-3357
	Business, Labor, Industry and Government Workshop for Counselors.	VTP-3358
	Current Vocational Education Student Recruitment and Selection Practices in Indiana.	VTP-3359
	Develop Expanded Nursing Curriculum to Meet Employment Needs.	VTP-3360
	Development and Field Review of Self-Evaluation and Vocational Counseling Procedures.	VTP-3361
	Eikhart Vocational Guidance Institute.	VTP-3362
	Improvement of CATV Technology by Implementation of Performance-Based Instruction.	VTP-3363
	Improvement of Secretarial Technology by Implementation of Performance-Based Instruction.	VTP-3364
	Local Assessment of Newly Developed Curricular Materials (Health and Business).	VTP-3365
	Logansport Area Consortia to Develop a Local Plan for PBVE in Machine Trades.	VTP-3366

	Peer Counselor Training in a Vocational-Technical Center.	VTP-3367
	Performance Based Instructional Materials for Data Processing Occupations.	VTP-3368
	Program Evaluation Utilizing Needs Assessment.	VTP-3369
	Special Services Coordination for Area School. Phase II.	VTP-3370
	Study of Job Placement — Postsecondary Agribusiness Graduates.	VTP-3371
	System for Placement and Follow-up in a Small Community.	VTP-3372
	Technical Reading Comprehension Program to Aid Disadvantaged Vocational Students.	VTP-3373
Maryland	Leadership Development Workshop for Vocational Education Personnel.	VTP-3374
Michigan	Competency Based Education Articulation Project.	VTP-3375
	Competency Based Education Curriculum Development Project (VTECS).	VTP-3376
	Competency Based Education Personnel Development.	VTP-3377
	Continuous Occupational Education Program Planning Between Two- and Four-Year Colleges and Universities.	VTP-3378
	Secondary Graduate Follow-Up Survey.	VTP-3379
Minnesota	Project Predict.	VTP-3380
Mississippi	Demonstration of a System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs.	VTP-3381
	Development of a Placement and Follow-Up System for Vocational Education within a Junior College District.	VTP-3382
	Exemplary Program for Individualized Instruction in Distributive Education in Mississippi.	VTP-3383
	Identification of Competencies Performed by Local Vocational Administrators in Mississippi.	VTP-3384
	Manpower Improvement Project.	VTP-3385
Wisconsin	Articulation of Introductory Business Competencies.	VTP-3386
	Competency-Based Multi Curriculum Development.	VTP-3387
	Curriculum Weights and Measures.	VTP-3388
	Development and Implementation of Competency-Based Education.	VTP-3389
	Educational Television Programming.	VTP-3390
	Electro-Mechanical Technology.	VTP-3391
	Fire Service Standard Operating Procedure Model Project.	VTP-3392
	High School Articulation.	VTP-3393
	Histology Curriculum Development Project.	VTP-3394
	Laser Technology Curriculum Development.	VTP-3395
	Lifelong Learning Program Model.	VTP-3396
	Model Project for Articulating Basic Communications from Secondary to Postsecondary.	VTP-3397
	North Central Technical Institute Energy Institute/Center.	VTP-3398
	Opportunities Through Education—1978 Edition.	VTP-3399
	Professional Development Through Articulated Quantity Foods.	VTP-3400
	Secondary-Postsecondary Curriculum Development in Auto Mechanics.	VTP-3401
	V-TECS Articulation/Competency Based Curriculum Development/V-TECS Catalog Development.	VTP-3402
	Wisconsin Vocational Education Magazine.	VTP-3403

Organizational Resources

Curriculum Coordination Centers

EAST CENTRAL CURRICULUM COORDINATION CENTER

DELAWARE, DISTRICT OF COLUMBIA, ILLINOIS, INDIANA, MARYLAND, MICHIGAN, MINNESOTA, OHIO, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA, WISCONSIN

Rebecca Douglass, Director
Professional and Curriculum Development Unit
Department of Adult and Vocational-Technical Education
100 North First Street, E-426
Springfield, IL 62777
(217) 782-0759

MIDWEST CURRICULUM COORDINATION CENTER

ARKANSAS, IOWA, KANSAS, LOUISIANA, MISSOURI, NEBRASKA, NEW MEXICO, OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational-Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074
(405) 377-2000

NORTHEAST CURRICULUM COORDINATION CENTER

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PUERTO RICO, VERMONT, RHODE ISLAND, VIRGIN ISLANDS

Joseph F. Kelly, Director
Bureau of Occupational and Career Research Development
Division of Vocational Education
New Jersey Department of Education
225 West State Street
Trenton, NJ 08625
(609) 292-6562

NORTHWESTERN CURRICULUM COORDINATION CENTER

ALASKA, COLORADO, IDAHO, MONTANA, NORTH DAKOTA, OREGON, SOUTH DAKOTA, UTAH, WASHINGTON, WYOMING

William Daniels, Director
Washington State Commission for Vocational Education
Building 17, LS-10
Agricultural Park
Olympia, WA 98504
(206) 753-0979

SOUTHEAST CURRICULUM COORDINATION CENTER

ALABAMA, FLORIDA, GEORGIA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE

James F. Shill, Director
College of Education
Mississippi State University
Drawer DX
Mississippi State, MS 39762
(601) 325-2510

WESTERN CURRICULUM COORDINATION CENTER

AMERICAN SAMOA, ARIZONA, CALIFORNIA, GUAM, HAWAII, NEVADA, TRUST TERRITORY OF THE PACIFIC ISLANDS, GOVERNMENT OF THE NORTHERN MARIANAS

Lawrence Zane, Director
College of Education, Wist Hall 216
University of Hawaii
1776 University Avenue
Honolulu, HI 96822
(808) 948-7834

Research Coordinating Units

ALABAMA

Douglas Patterson, Supervisor
Research and Evaluation
868 State Office Building
Montgomery, AL 36130
(205) 832-3476

ALASKA

Karen Ryals, Acting Director
Department of Education
Pouch F-Alaska State Office Bldg.
Juneau, AK 99811
(907) 465-2980

ARIZONA

Dick Ruff
RCU Director
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 271-5106

ARKANSAS

Jack D. Nichols, Director
Research Coordinating Unit
State Department of Education
Arch Ford Education Center
Little Rock, AR 72201
(501) 371-1855

CALIFORNIA

Richard S. Nelson, Administrator
Vocational Education Support Services
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-2330

COLORADO

Bill Barnes, Supervisor
Research/Exemplary/Professional Development Section
State Board for Community Colleges & Occupational Education
207 State Services Building
Denver, CO 80203
(303) 839-3111

CONNECTICUT

Elizabeth M. Schmitt, Chief
Bureau of Vocational Program Planning and Development
Division of Vocational Education
State Department of Education
P. O. Box 2219
Hartford, CT 06115
(203) 566-3430

DELAWARE

Rachael Schweitzer, Supervisor
Curriculum and Research
Department of Public Instruction
John G. Townsend Building
Dover, DE 19901
(302) 678-4681

DISTRICT OF COLUMBIA

Jeannie H. Carter
Research Specialist
D. C. Public Schools
415 - 12th Street NW
Washington, D.C. 20004
(202) 724-4249

FLORIDA

Virginia Bert
Bureau of Vocational Research and Evaluation
State Department of Education
Knott Building
Tallahassee, FL 32304
(904) 488-3995

GEORGIA

John Lloyd, Director
Occupational RCU
State Department of Education
333 State Office Building
Atlanta, GA 30334
(404) 656-2547

HAWAII

Sybil Kyi, Coordinator
Research and Development
State Board for Vocational Education
Bachman Hall, Room 101
2444 Dole Street
Honolulu, HI 96822
(808) 948-7461

IDAHO

Doug Hammer
Research Supervisor
Division of Vocational Education
650 West State Street
Boise, ID 83720
(208) 384-2932

ILLINOIS

Ronald D. McCage, Manager
Research and Development Section
Illinois Department of Adult, Vocational
& Technical Education
Office of Education
100 North First Street
Springfield, IL 62777
(217) 782-0725

INDIANA

Edgar Hornback, State Coordinator
Supportive Services and Program
Improvement
Board for Vocational/Technical
Education
17 West Market St., Room 401
Indianapolis, IN 46204
(317) 633-7673

IOWA

Kenneth M. Wold, Chief
Support Services
Career Education Division
Department of Public Instruction
State Office Building
Des Moines, IA 50319
(515) 281-5663

KANSAS

Norman Park
Research Coordinating Unit
Vocational Education Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-2241

KENTUCKY

Jewell Deene Ellis
Acting RCU Director
State Department of Education
2037 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-3096

LOUISIANA

Florent Hardy, Director
Research Coordinating Unit
State Department of Education
P. O. Box 44064
Baton Rouge, LA 70804
(504) 342-3525

MAINE

John Moran, Director
Research Coordinating Unit
Bureau of Vocational Education
Department of Education and
Cultural Services
State Department of Education
Augusta, ME 04333
(207) 289-2621

MARYLAND

Rose Mary Bengel, Director
Research Coordinating Unit
Vocational/Technical Education
State Department of Education
P. O. Box 8717
Friendship Airport
Baltimore, MD 21240
(301) 796-8300

MASSACHUSETTS

David Cronin
Associate Commissioner
State Department of Education
Division of Occupational Education
32 St. James Avenue
Boston, MA 02116
(614) 727-5740

MICHIGAN

Stanley Rumbaugh, Director
Research Coordinating Unit
State Department of Education
Box 30008
Lansing, MI 48909
(517) 373-1830

MINNESOTA

Brandon B. Smith, Director
Research and Development Center
University of Minnesota
145 Peik Hall
Minneapolis, MN 55455
(612) 373-3838

Melvin E. Johnson, Director
Research Coordinating Unit
State Department of Education
Division of Vocational/Technical
Education
Capitol Square Building
St. Paul, MN 55101
(612) 296-2421

MISSISSIPPI

James F. Shill, Director
Research Coordinating Unit
Vocational/Technical Education
Drawer DX
Mississippi State University
Mississippi State, MS 39762
(601) 325-2510

MISSOURI

Delbert Lund, Director
Research Coordinating Unit
State Department of Education
P. O. Box 480
Jefferson City, MO 65101
(314) 751-3500

MONTANA

Larry Johnson, Manager, RPDE
Office of the Superintendent of
Public Instruction
Helena, MT 59601
(406) 449-2087

NEBRASKA

Elton B. Mendenhall, Director
Research Coordinating Unit for
Vocational Education
300 West, Nebraska Hall
University of Nebraska
Lincoln, NE 68588
(402) 472-3337

NEVADA

Thomas E. Kirkpatrick, Director
Research Coordinating Unit
College of Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154
(702) 739-3188

NEW HAMPSHIRE

Jeffrey T. Luftig, Director
Research Coordinating Unit
State Department of Education
105 Loudon Road
Concord, NH 03301
(603) 271-3276

NEW JERSEY

Joseph F. Kelly, Director
Bureau of Occupational and Career
Research Development
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 292-6562

NEW MEXICO

Frank Romero
Director of Program Development
& Postsecondary Administration
State Department of Education
State Education Building
Santa Fe, NM 87503
(505) 827-3151

NEW YORK

Alan G. Robertson, Chief
Bureau of Occupational
Education Research
State Education Department
Room 468
Albany, NY 12234
(518) 474-6386

NORTH CAROLINA

Charles H. Rogers, Director
Occupational Research Unit
State Department of Public
Instruction
Raleigh, NC 27611
(919) 733-2092

NORTH DAKOTA

Don Eshelby, Director
Research Coordinating Unit
State Board for Vocational Education
900 East Boulevard
Bismarck, ND 58505
(701) 224-3195

OHIO

R. D. Balthaser
Assistant Director, RSEEP
Division of Vocational Education
65 South Front Street, Rm. 904
Columbus, OH 43215
(614) 466-2095

OKLAHOMA

William D. Frazier, Director
Research Coordinating Unit
State Department of Vocational/
Technical Education
1515 West Sixth Avenue
Stillwater, OK 74074
(405) 377-200

OREGON

Eugene Vinarski, Coordinator
Applied Research
Career and Vocational Education
State Board of Education
942 Lancaster Drive NE
Salem, OR 97310
(503) 378-3597

PENNSYLVANIA

Carroll A. Curtis, Director
Research Coordinating Unit
State Department of Education
P. O. Box 911
Harrisburg, PA 17111
(717) 787-4865

RHODE ISLAND

Frank Santoro, State Director
of Vocational Education
State Department of Education
Roger Williams Building
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA

Gregory Morrison, Supervisor
Research Coordinating Unit
Office of Vocational Education
State Department of Education
1429 Senate Street, Rm. 916
Columbia, SC 29201
(803) 758-2358

SOUTH DAKOTA

Dave Bonde, Director
Division of Vocational/
Technical Education
Richard F. Kneip Building
Pierre, SD 57501
(605) 773-3423

TENNESSEE

Dee Wilder, Director, DRPE
Research Coordinating Unit
State Department of Education
132-E Cordell Hull Building
Nashville, TN 37219
(615) 741-1878

TEXAS

William H. Fitz
Administrative Director
Research Coordinating Unit
Texas Education Agency
201 East 11th Street
Austin, TX 78701
(512) 475-4641

UTAH

N. Craig Kennington
Coordinator Project Management
and Research Coordinating Unit
State Board of Education
250 East Fifth South
Salt Lake City, UT 84111
(801) 533-5371

VERMONT

Barbara M. Gutheil, Director
Research Coordinating Unit
State Department of Education
Montpelier, VT 05602
(802) 828-3101

VIRGINIA

L. M. Jewell, Jr.
Coordinator, VERSI
State Department of Education
1312 East Grace Street
Richmond, VA 23216
(804) 786-1206

WASHINGTON

Gene W. Bigger, Director
Research Coordinating Unit
Commission for Vocational
Education
Airdustrial Park, Bldg. 17
Olympia, WA 98504
(206) 753-5672

WEST VIRGINIA

Roy W. Thomas, Director
Research Coordinating Unit
State Department of Education
Marshall University
Huntington, WV 25701
(304) 696-3180

WISCONSIN

Roland J. Krogstad
Research Consultant
Board of Vocational/Technical/
Adult Education
4802 Sheboygan Avenue
Madison, WI 53702
(608) 266-3705

WYOMING

Richard Rowles, Director
Occupational Education
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-7416

AMERICAN SAMOA

Craig Clauser
Program Director
Vocational Education Division
Department of Education
American Samoa 96799
633-5237

GUAM

John C. Salas, President
Guam Community College
P. O. Box 23069
Guam Main Facility
Guam, Mariana Islands 96921
734-2405

PUERTO RICO

Luis Rafael Ortiz
Acting Director
Vocational Education
Commonwealth Department of
Education
Hato Rey, PR 00919
(809) 766-4628

**TRUST TERRITORY OF THE
PACIFIC ISLANDS**

Loren Peterson, Director
Vocational Education
Department of Education
Saipan, Mariana Islands 96950

**GOVERNMENT OF THE
NORTHERN MARIANAS**

Herman Cabrera, Acting Director
Vocational Education
Department of Education
Government of Northern Marianas
P. O. Box 9
Saipan, Marianas Islands 96950
9311/9827

VIRGIN ISLANDS

Wilburn Smith, Jr.
Director of Vocational Education
Department of Education
Post Office Box 630
St. Thomas, VI 00801
(809) 744-0100

To order documents announced in the original publication of the AIM/ARM Project, *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), Fall of 1967 through Volume 9, Number 6, see the individual issues for ordering instructions.

Price lists and ED numbers for the complete set of AIM/ARM VT-ERIC Microfiche are listed below.

AIM Microfiche Sets

Issue	ED Number	Price
Fall 1967	ED 013 339	\$12.32
Winter 1967	ED 015 349	26.91
Spring 1968	ED 017 746	35.08
Summer 1968	ED 020 442	33.81
Fall 1968	ED 022 971	24.49
Winter 1968	ED 028 305	26.39
Spring 1969	ED 030 770	35.87
Summer 1969	ED 032 434	54.19
Fall 1969	ED 034 074	44.56
Winter 1969	ED 037 585	36.51
Spring 1970	ED 041 177	30.18
Summer 1970	ED 042 931	33.18
Fall 1970	ED 045 856	30.02
Winter 1970	ED 049 382	24.96
Spring 1971	ED 052 390	38.24
Summer 1971	ED 053 339	35.71
Fall 1971	ED 056 238	51.03
Vol. 5, No. 1	ED 059 407	49.45
Vol. 5, No. 2	ED 062 563	41.71
Vol. 5, No. 3	ED 063 502	41.71
Vol. 5, No. 4	ED 067 490	43.29
Vol. 6, No. 1	ED 069 919	34.13
Vol. 6, No. 2	ED 075 668	9.48
Vol. 6, No. 3	ED 075 685	.47
Vol. 6, No. 4	ED 083 481	43.29

ARM Microfiche Sets

Issue	ED Number	Price
Fall 1967	ED 013 338	\$14.38
Winter 1967	ED 015 348	18.75
Spring 1968	ED 016 876	24.17
Summer 1968	ED 019 526	45.50
Fall 1968	ED 022 065	3.48
Winter 1968	ED 027 441	21.80
Spring 1969	ED 030 001	15.80
Summer 1969	ED 031 587	16.91
Fall 1969	ED 033 237	5.37
Winter 1969	ED 036 657	20.07
Spring 1970	ED 039 370	22.12
Summer 1970	ED 042 060	20.22
Fall 1970	ED 045 860	48.03
Winter 1970	ED 049 385	26.07
Spring 1971	ED 051 432	24.65
Summer 1971	ED 054 390	12.01
Fall 1971	ED 057 254	15.80
Vol. 5, No. 1	ED 060 223	49.93
Vol. 5, No. 2	ED 062 579	9.80
Vol. 5, No. 3	ED 063 517	21.01
Vol. 5, No. 4	ED 068 733	17.06
Vol. 6, No. 1	ED 070 816	14.85
Vol. 6, No. 2	ED 076 749	5.21
Vol. 6, No. 3	ED 076 774	4.27
Vol. 6, No. 4	ED 083 482	6.95

AIM/ARM Microfiche Sets

Issue	ED Number	Price
Vol. 7, No. 1 (VT 100 001-100 200)	ED 094 269	\$28.44
Vol. 7, No. 2 (VT 100 201-100 400)	ED 094 270	25.75
Vol. 7, No. 3 (VT 100 401-100 600)	ED 094 271	25.44
Vol. 7, No. 4 (VT 100 601-100 800)	ED 094 272	29.86
Vol. 7, No. 5 (VT 100 801-101 000)	ED 095 434	38.39
Vol. 7, No. 6 (VT 101 001-101 200)	ED 096 554	37.13
Vol. 8, No. 1 (VT 101 201-101 400)	ED 101 219	40.13
Vol. 8, No. 2 (VT 101 401-101 600)	ED 103 724	40.13
Vol. 8, No. 3 (VT 101 601-101 800)	ED 108 003	35.08
Vol. 8, No. 4 (VT 101 801-101 950)	ED 109 512	29.07
Vol. 8, No. 5 (VT 101 951-102 200)	ED 114 719	12.32
Vol. 8, No. 6 (VT 102 201-102 400)	ED 119 023	6.00
Vol. 9, No. 1 (VT 102 401-102 600)	ED 120 588	5.37
Vol. 9, No. 2 (VT 102 601-102 800)	ED 123 498	12.96
Vol. 9, No. 3 (VT 102 801-103 000)	ED 127 481	4.42
Vol. 9, No. 4 (VT 103 001-103 200)	ED 130 084	18.49
Vol. 9, No. 5 (VT 103 201-103 400)	ED 131 342	16.59
Vol. 9, No. 6 (VT 103 401-103 600)	ED 133 612	5.69

AIM/ARM VT-ERIC Microfiche Sets are available:

- 1) In any complete collection of ERIC microfiche
- 2) From the ERIC Document Reproduction Service (EDRS)
- 3) From state research coordinating units which have the AIM/ARM VT-ERIC Microfiche Collections

How to Order Subscriptions

Single year subscriptions to *Resources in Vocational Education* are available from:

Publications Department
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

Domestic subscriptions are \$34.00 and foreign \$36.00. Subscribers will receive a year's volume (e.g., 1978, Volume 11, Numbers 1-6) and an annual cumulative index, regardless of the month in which they subscribe.